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ABSTRACT

This research and development work was conducted under a grant which stipulated the development of: (1) training materials for teacher evaluation; (2) a performance measurement system; and (3) a prototype of training materials to remediate teacher deficiencies. Also required was an analysis of the Florida Generic Competencies, a study of district evaluation policies and procedures, and a recommendation on alternative procedures for providing feedback from districts to institutions of higher learning. This report consists of the following sections: (1) a description of a knowledge base for instrument development and for the development of training materials; (2) a set of performance measurement instruments; (3) a system and materials for training school personnel to use the performance measurement system; (4) a prototype for materials to help teachers remediate deficiencies; (5) a set of proposed alternative inservice-preservice feedback procedures; (6) an analysis of the Florida Generic Teacher Competencies; and (7) a study of evaluation policies and practices in Florida. Appendices (almost two-thirds of the document) include instruments developed by the project. (JD)

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TEACHER EVALUATION PROJECT

A STUDY OF MEASUREMENT AND TRAINING COMPONENTS SPECIFIED IN THE MANAGEMENT TRAINING ACT

FLORIDA STATUTES, SECTION 231.087

FINAL REPORT FOR 1982-1983

SP 024190

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Coalition for the Development of
the Florida Performance Evaluation System
Tallahassee, Florida
1983

Report Summary

This research and development work was conducted under a grant provided in 231.087. This grant stipulated that we develop: a performance measurement system, training materials for teacher evaluation and a prototype of training materials to remediate teacher deficiencies. In addition, we were required to make an analysis of the Florida Generic Competencies, a study of district evaluation policies and procedures, and recommend alternative procedures for providing feedback from districts to institutions of higher learning.

Knowledge Base

Six domain documents on teacher effectiveness were identified from the research literature (1.0 Planning for Instruction, 2.0 Management of Student Conduct, 3.0 Instructional Organization and Development, 4.0 Presentation of Subject Matter, 5.0 Communication: Verbal and Non-Verbal and 6.0 Student Evaluation). The first five domains, which organize the research literature by concepts and indicators, have been developed and have undergone content validation (See Section I). Domain six remains to be developed. Only teacher behaviors judged to be generic to most grade levels and subjects were included in the domain documents.

Performance Measurement System

One summative instrument and five formative instruments were developed. Both effective and ineffective teacher behaviors are listed on the

observation instruments.

Preliminary testing for validity and extensive testing of reliability have been conducted on the summative instrument and selected tests of validity and reliability have been conducted on the formative instruments for domains 2.0-5.0. The tests conducted on these instruments, using conservative estimates, show them to be logically organized, representative of the domains, within acceptable levels of error and applicable to a variety of levels and areas of K-12 education.

All of the instruments are cross referenced with the domain documents to facilitate the process of linking observations, evaluations and recommended remediations to the research literature. The instruments in their current state of development are measurement instruments. Norming and setting standards of performance should precede their use for summative evaluation. Combined, these domain documents and observation instruments have been titled "The Florida Performance Measurement System".

Training Program and Materials

Using the domain documents for content and the observation instruments for data collection, several manuals were assembled for purposes of training observers. These manuals are: a handbook that includes the knowledge base and the observation instruments; a trainer's manual that includes a schedule and suggested activities; a participant's manual that includes copies of handouts used during training; and a manual for coding the summative instrument. Over twenty video tapes of classroom teaching, used in the training of observers, were produced by school districts.

A coalition of school districts, and DOE personnel was formed to facilitate involvement of the schools. To date some forty-five team leaders have been trained to conduct workshops on the use of the summative observation instrument. Subsequent workshops throughout the State have trained well over three thousand educators including principals, county level personnel, and peer teachers. Six workshops have also been conducted by Colleges of Education for purposes of integrating the knowledge base and instruments into pre-service programs.

Prototype Teacher Training Materials

The concepts and indicators of the domains were organized into clusters for purposes of developing materials for training teachers in the knowledge base.

A prototype module of instruction was developed for one cluster. This module is to serve as an example for developers of other modules. When a teacher is found via an observation to have difficulties for which remediation is recommended, the teacher and the supervisor can easily find reference to the problem in the domain documents and examples of how to remediate the problem in a training module.

Florida Generic Competencies

A comparative analysis was conducted between the Florida Generic Competencies and the concepts and indicators in the Florida Performance

Measurement System. Several of the competencies and concepts/indicators duplicate one another. For purposes of teacher evaluation, this duplication should be resolved.

District Policies and Procedures

A survey of teacher evaluation policies and procedures was conducted using a sample of small, medium and large school districts. The findings indicate differences in what is termed policy and procedure among districts and substantial difference in the importance placed on different aspects of evaluation systems. For example, the percentage of items in the evaluation instruments, relating to the assessment of instruction (the most important dimension of teacher evaluation), ranged from a low of 5 percent to a high of 40 percent.

These differences should be resolved and the policies and procedures standardized at a minimum level to meet legal and measurement criteria.

Feedback Procedures

Colleges of education were surveyed to determine their practices in following up and evaluating the teachers they produce. Most colleges conduct follow up studies of their graduates, but their methods vary and the use of such data for program improvement is uncertain. The capabilities of the Florida Performance Measurement System include targeting effective and ineffective teacher behavior observed during instruction. This information serves several purposes, one of which is to target indicators of strengths and weaknesses of beginning teachers graduating from a given institution.

This information needs to be standardized to be reliably interpreted among districts and Colleges of Education. Several representatives from school districts, the DOE and Colleges of Education were asked to specify how this information could best be collected and reported. Five alternatives were developed from these conversations. They appear in Section V of this report.

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TEACHER EVALUATION PROJECT

A STUDY OF MEASUREMENT AND TRAINING COMPONENTS SPECIFIED IN THE MANAGEMENT TRAINING ACT

FLORIDA STATUTES SECTION 231.0871

FINAL REPORT FOR 1982-1983

COALITION FOR THE DEVELOPMENT OF
THE FLORIDA PERFORMANCE MEASUREMENT SYSTEM

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Introduction

Under contract to the Department of Education a teacher evaluation study was conducted as directed by Section 231.087, Florida Statutes. The contract specified the following tasks:

1. Develop evaluation instruments
2. Develop a system and materials for training teacher evaluators to use evaluation instruments
3. Design prototype materials to remediate deficiences of teachers
4. Develop alternative inservice-preservice feedback procedures
5. Analyze Florida generic teacher competencies and their relationship to research findings about teacher effectiveness
6. Analyze the status of evaluation policies and practices in Florida

These tasks have been carried out under the general auspices of the Coalition for the Development of a Performance Measurement System, a coalition organized and directed by Dr. Garfield Wilson of the Division of Teacher Education, Certification and Inservice Staff Development, State Department of Education. This Coalition consists of the Florida School Districts.

Although the Coalition was organized and initially focused its efforts on the legislative requirements of the beginning teacher program, the principle investigators and directors of this project have proceded on the premise that the measurement system and the training materials would be applicable to all teachers both beginners and experienced.

This is a report of the products and recommendations completed to date.

It consists of the following sections: 1) a description of a knowledge base for instrument development and for the development of training materials; 2) a set of performance measurement instruments; 3) a system and materials for training school personnel to use the performance measurement system; 4) a prototype for materials to help teachers remediate deficiencies; 5) a set of proposed alternative inservice-preservice feedback procedures; 6) an analysis of the Florida Generic Teacher Competencies; and 7) a study of evaluation policies and practices in Florida.

Section I

Development of a Knowledge Base

The development of instruments for measuring classroom performance of teachers requires that a body of information about teaching be assembled. Such information can be derived from two sources: first, the consensus of opinion of informed persons such as teachers and pedagogical instructors about the knowledge and skills believed to be necessary for effective classroom performance; and second, process-product and experimental research on teacher effectiveness.

The Florida Competencies were derived from consensus of opinion among informed school people. While these competencies are useful for general purposes, we chose to turn to research literature as the source of a knowledge base for instrument development. We selected this approach for the following reasons:

1. The knowledge and skills derived from research literature, as the knowledge base for evaluating teachers, is easier to defend if contested.

2. The research studies indicate precisely what teacher behaviors are positively associated with either student achievement or student conduct or both.

3. The research literature enables us to cite specific evidence in support of particular teacher performance.

4. The language of research studies is precise and thus allows little chance for misinterpretation.

5. The research findings relevant to teacher effectiveness provide

grounds for an examination of the Florida competencies.

In addition to the foregoing considerations, we were also mindful of the history of teacher evaluation. The evaluation of teachers has been a subject of research for over a half a century, and rating scales to evaluate teacher performance have been used almost since the beginning of the century. A.S. Barr was one of the earliest and most persistent researchers on this particular subject. In his extensive studies over a period of years he found no hard evidence that teachers' personalities, their level of intelligence, their level of achievement in subject matter, or their amount of experience was related positively to the achievement of their students. Furthermore, none of the research on the use of rating scales since the work of Barr has turned up a positive relationship between teacher ratings and student achievement. All these scales have one thing in common--they were based, not upon research on teacher effectiveness, but on the opinions of individuals and groups of individuals as to the elements of good teaching.

Moreover, a recent study indicates that when a set of teaching skills is derived from the opinions of teachers and then used as a knowledge base for training teachers, there is no significant relationship between the performance of these trained teachers and student achievement.

The weight of this evidence against a consensus approach led us to turn to research on teacher effectiveness for the knowledge on which to base instruments to measure the performance of teachers in the classroom.

Consequently, the first step in developing the Florida Performance Measurement System was to survey the research literature on effective teaching and to assemble the results of this research in a form that would

provide a knowledge base for two purposes: first, to develop observation instruments; and second, to develop training materials to be used in helping teachers, both beginners and experienced, to remedy such deficiencies in their performance as are identified by the use of the observation instruments.

Procedure for Identifying Domains

Our first task in the development of the knowledge base was to find a rationale for the organization of research findings on teacher effectiveness. We could have approached this task in either of two ways. We could have arbitrarily created a set of categories into which research findings would be classified or we could have selected a few samples of research and from the results of these samples developed a preliminary set of categories to be refined as indicated by subsequent examination of research studies. We chose the latter of these approaches and used the following procedure:

1. We selected four works on research as the source of an initial set of statements of teacher performance. These sources were selected because they were general, prepared by researchers, and fairly recent.

2. The findings reported in these studies were extracted, classified by authors, and written on a chalkboard.

3. Each statement was then copied onto a 3x5 card. Four sets of these cards were made, a set for each of four judges who sorted the cards into independently contrived categories.

4. The classificiation of the statements or cards, in step 3, was in close agreement from judge to judge. The differences in classification were resolved by discussion.

5. The categories were then labeled by consensus among the judges.

Eleven categories, hereafter referred to as domains, were developed from the foregoing procedure. These domains were subsequently modified and combined by discussion and further review of the literature. The final domains were as follows:

1. Domains observable in the classroom
    a. Management of Student Conduct
    b. Instructional Organization and Development
    c. Presentation of Subject Matter
    d. Communication: Verbal and Nonverbal
2. Domains observable by interview and examination of teacher products
    a. Planning for Instruction
    b. Evaluation of Student Achievement

Procedure for Developing a Domain

In the development of a domain, we first wrote a tentative definition and then began a survey of the literature relevant to the domain. From the preliminary survey we identified concepts comprising the domain together with the indicators (skills and competencies) relevant to the concept. These concepts and indicators were then defined in keeping with the research and examples of each indicator were formulated. As we pursued the research literature, the concepts and indicators were expanded and refined until all

available research was exhausted.

The next step in the procedure was to formulate a succinct and precise statement of the effect of the indicators on either student achievement or conduct or both. Then followed a succinct summary of the research evidence, including references. Where there were exceptions to the research findings, or research extending the findings to other populations, or research which provided alternative teacher performance, these were added.

This procedure allowed us to systematically survey the literature and at the same time organize the results into a form that proved to be useful in instrument development and in the preparation of instructional materials to help teachers remedy their deficiencies. (See Appendix A for the six domain documents).

The domain documents are limited to generic knowledge and skills of teaching. By "generic" we mean the knowledge and skills that are not content specific. They do not directly pertain, for example, to the teaching of addition in arithmetic or to events in history per se. But they do include knowledge and skills that cut across more than one grade and more than one subject. For example, the skills of checking student comprehension or of probing or amplifying a student's response are used from subject to subject and grade to grade. We refer to such knowledge and skills as "generic".

Section II

Performance Measurement Instruments: Development and Testing

Florida legislation (Section 231.29) places emphasis on improving effectiveness as the primary purpose and judging the quality of performance as the secondary purpose of teacher evaluation. Any system used by a Florida school district to evaluate its instructional personnel must, therefore, provide for both formative and summative evaluation.

Considering the number of teacher behaviors that are linked with student learning in the research cited in the domain documents, and recognizing that the number of behaviors an evaluator can observe and record accurately at any given time is limited, it was necessary to develop a number of data collection instruments rather than the standard one-page summative evaluation instrument that has been used for all purposes in the past.

Six instruments have been developed and field tested to date—five formative instruments and one summative instrument. The formative instruments are:

1.0 Planning for Instruction

2.0 Management of Student Conduct

3.0 Instructional Organization and Development

4.0 Presentation of Subject Matter

5.0 Communication: Verbal and Non-Verbal

The summative instrument is a synthesis of the domains in which teacher behavior is observable, i.e., Domains 2.0 through 5.0. A method of summative data collection for Domain 1.0, Planning for Instruction, and a formative and summative method of data collection for Domain 6.0, Evaluation

of Student Achievement, remains to be developed. These domains differ from Domains 2.0 through 5.0 in that most of the data for purposes of evaluation, formative and summative, appear to be most appropriately collected through product inspection, e.g., lesson plans and examinations, rather than through classroom observation (see Appendix B for copies of the Observation Instruments).

Criteria, rationale, and activities engaged in for initial item selection for formative instruments 2.0-5.0 (the observables) and the summative instrument include the following:

1. Generic Teacher Behavior. Only teacher behaviors judged to be generic to most grade levels and subjects were included. Teacher behaviors judged to be content or level specific were not included nor were indicators of student behavior.
2. Process Evaluation. Data for evaluating teachers may be drawn from (1) a knowledge base through cognitive examination, (2) a process base through examination of teacher developed products and observation of teacher behavior in the classroom or (3) a product base through examination of student achievement. These instruments are restricted to the observation of classroom behavior. They focus on process and are weighted on classroom performance.
3. Research Base. Considerable research has been conducted on teacher effectiveness over the past twenty or so years. These studies are mostly correlational, although some are experimental. The items in this system are drawn from studies that explicate the relationship between teacher behavior and student learning.
4. Effective and Ineffective Teacher Behavior. Findings from the

literature on teacher effectiveness indicate that specific teacher behaviors may be effective in increasing student achievement while other specific behaviors show a negative relationship to achievement. The instrument format, therefore, provides for the coding of both effective and ineffective behavior.

5. Research Finding Organization. Independent researchers have identified numerous discrete behaviors, but they are not organized or related to one another in a manner applicable to evaluating teachers. The research team, therefore, organized the literature and the observation instruments into logical components, i.e., domains, concepts and indicators.
6. Measurement System. A common error in developing evaluation systems is to combine observation and evaluation into a single rating scale. This forces the evaluator to perform two distinct functions at one time: (a) to observe and record accurately i.e., to measure, and (b) to judge the quality of the performance. These instruemnts were developed for the first purpose only and have been titled "The Florida Performance Measurement System." Rating performance is a complex process that will be dealt with in the next development effort.

Validation Procedure

The process used to support the validity and reliability of the Florida Performance Measurement System was guided by the works of Cronbach (1963),

Fox (1970), Nunnally (1972), Medley/Mitzel (1963), Mazur (1980), and a number of articles by Soar.

The content of these instruments is limited to the findings of experimental and process-product research on teacher effectiveness. All items are indicators of teacher behavior. Each of the items has consequential implications. An example of these implications, expressed in terms of a statement of principle, is: "If a teacher explicates and monitors rules then disruptive behavior will decrease, on-task time will increase and achievement will increase." This example provides the basis for hypotheses that can be examined in future studies of predictive validity.

Content validity, which is a process of consensus of knowledgeable people, was supported through independent review of the literature by the research team and other knowledgeable persons. The research team independently organized research findings into indicators, concepts and domains of teacher behavior and synthesized these findings into formative and summative instruments. Although some rewording occurs between the instruments and the domain documents, their organization remains substantially the same. This facilitates cross referencing the instruments and the domain documents with the literature for purposes of formative and summative evaluation.

By June, further content validation is planned by having two or more nationally recognized experts in teacher effectiveness review this work for clarity, accuracy, completeness and relatedness.

Pilot Studies

Twenty four teachers and administrators from south/central Florida participated in the initial field testing of the instruments. This occurred over a fifteen week period from January to May, 1982. Primary purposes of the pilot study were to test coding methods, examine item practicality of the instruments, study training techniques and test interrater agreement prior to beginning the reliability study.

Training for the pilot studies included:

1. Reading and discussing the domain documents. The documents were distributed a week in advance of making formative observations.
2. Responding to a cognitive examination by matching indicators and definitions.
3. Practice observing a video tape.
4. Observing a criterion video tape.

Early in the pilot study three methods of data collection were tested, using the Spearman correlation method based upon ranked mean category frequencies. In this test, group one coded observed behaviors by frequency of occurrence, but not on a timed basis as in a category system. The second group observed for two minutes, then coded the frequency of each observed behavior for two minutes and then repeated the same cycle for the duration of the observation. The third group observed two minutes, then coded using the sign system and then repeated the same cycle. The scores of the observers were correlated with "master observer scores".

Of the three methods tested, continuous coding by frequency of observed behavior (group one) most closely represented a criterion score by a "master" observer and was therefore selected as the coding method.

The use of a cognitive examination in training on domain content prior to practicing use of the observation instruments was also evaluated during field testing. To determine the relationship between cognitive examination scores and accuracy of observation, participant's scores on matching indicators and definitions were correlated with observation scores rank ordered from the group mean score. Results ranged from $r = .06$ to $r = .32$. From these data, we tentatively concluded that demonstration of ability to take cognitive examinations on domain content does not appear to be a reliable predictor of accuracy in making observations. However, knowledge of domain documents and ability to diagnose and prescribe remedial treatment from the data collected on observation instruments may be closely related. In addition, future changes in examination form or content may yield different results.

Clarity of items on the observation instruments was examined using logical analysis during the pilot study. For example, the term "question overload" appears in the literature and in Domain 5. Participants expressed difficulty in recalling the corresponding teacher behaviors to "question overload", however, so the wording on the formative observation instrument was changed to the more vernacular expression "states long/multiple questions". From the pilot study several such modifications were made which resulted in improved coefficients of agreement.

By the end of the pilot study, interrater agreement coefficients on the formative instruments using the Spearman method ranged from $r = .60$ to $r = .90$ and averaged $r = .76$.

A second pilot study was conducted using sixteen teachers and administrators from southern Florida during August and October, 1982. Training materials used in the first study were revised for use in the second study. The procedure for training remained substantially the same for both groups.

The major purpose of the second pilot study was to further examine items on the instruments where few, if any, observations were being coded. This study revealed a number of items that, although research based and indicative of observable teacher behavior, were not being coded accurately. Most of these items seemed to be obviously expected to occur by the observers. The term "connected discourse" was one such example. Connected discourse is defined as "thematically connected discourse that leads to at least one point." Our studies show that during a lesson observers reliably code such behaviors as emphasis, verbal challenge, use of vague terms, academic praise, etc., but unacceptable levels of error were found in item analyses of terms such as "connected discourse" and "use of correct terminology."

The antithesis of connected discourse is "scrambled discourse." Scrambled discourse is defined as "discontinuous or garbled verbal behavior in which ideas are loosely associated". Scrambled discourse is more evident to observers and we found that the observer coded it within acceptable levels of error. "Vagueness terms," the antithesis of "use of correct terminology," are also reliably identified and coded by observers.

The major value of the second pilot study, then, was the removal of items with low coefficients of reliability that were not clearly observed

and the rewording of other items to clarify the acts or behaviors being observed. At this time, we were able to reduce all of the observation schedules from two to one page. Instrument complexity was thereby reduced, which should further reduce error in coding.

Reliability Study Training

The reliability study was conducted using teams of trained observers in four school districts within the state of Florida (Hillsborough, Lee, Pasco and Pinellas counties). Two of these school districts are mid-sized and predominantly rural; and two are metropolitan (Ref. Tampa Bay SMSA).

Observers, most of whom were administrators, received training for an average of three hours per week over a five week period. The training emphasized knowledge of the domain documents and practice observations using the formative instruments. Approximately one-half of each training session was spent on concepts, indicators, definitions, examples, non-examples and extensions/exceptions of the research literature. The trainees then examined the interrelationship of domain documents (which average 40 to 50 pages) with the synthesized one-page formative observation instruments. Following this, they practiced use of formative instruments while viewing video tapes of classroom instruction.

At the end of each session, the trainers studied the integration of a formative instrument into the summative instrument. For example, Domain 2.0 was studied during the first session. At the end of the first session the trainees examined the integration of five conceptual components, twenty-two effective indicators and nineteen ineffective indicators on the formative

instrument into four items on the summative instrument.

One training session was conducted for each observable domain (i.e. Domains 2.0 through 5.0). The last training session focused on practice using the summative instrument. Upon completion of training, a total of eighteen video tapes of classroom instruction were observed for the reliability study.

This training served five major purposes:

1. to increase the observers' substantive knowledge of the domain documents
2. to improve group consensus (objectivity) during observation,
3. to continue the process of instrument improvement,
4. to test whether the training process produced reliable observers.
5. to provide data for testing observation instruments.

Reliability Study

The purpose of this study was to test the reliability of the summative instrument. It is important that the summative instrument be within acceptable levels of reliability since decisions regarding retention, tenure and promotion are in part based upon the data collected in classroom observations using this instrument.

Three dimensions of reliablity were examined in this study: 1) interrater agreement, 2) stability, and 3) discriminant reliability. They were defined as follows:

Interrater Agreement: The degree to which two or more observers working independently agree upon the recording of an indicator of teacher behavior. Interrater agreement is viewed as evidence of objectivity.

Stability: The degree to which observers consistently record an indicator of teacher behavior when displayed on two or more occasions.

Discriminant Reliablity: The degree to which the instrument consistently ranks teachers on a scale of effectiveness.

Video tapes were made of nine teachers. Each teacher prepared and taught two lessons similar in method and context but different in content to the same or similar group of students. Method was held constant for each teacher to reduce error unattributable to the instrument and observers when measuring stability between each teacher's two lessons. Teachers were selected from a variety of subject areas and levels for purposes of preliminary testing of generalizability. The teachers who were video taped were reportedly of varying levels of effectiveness to determine whether or not the instrument would reliably discriminate between degrees of teacher effectiveness.

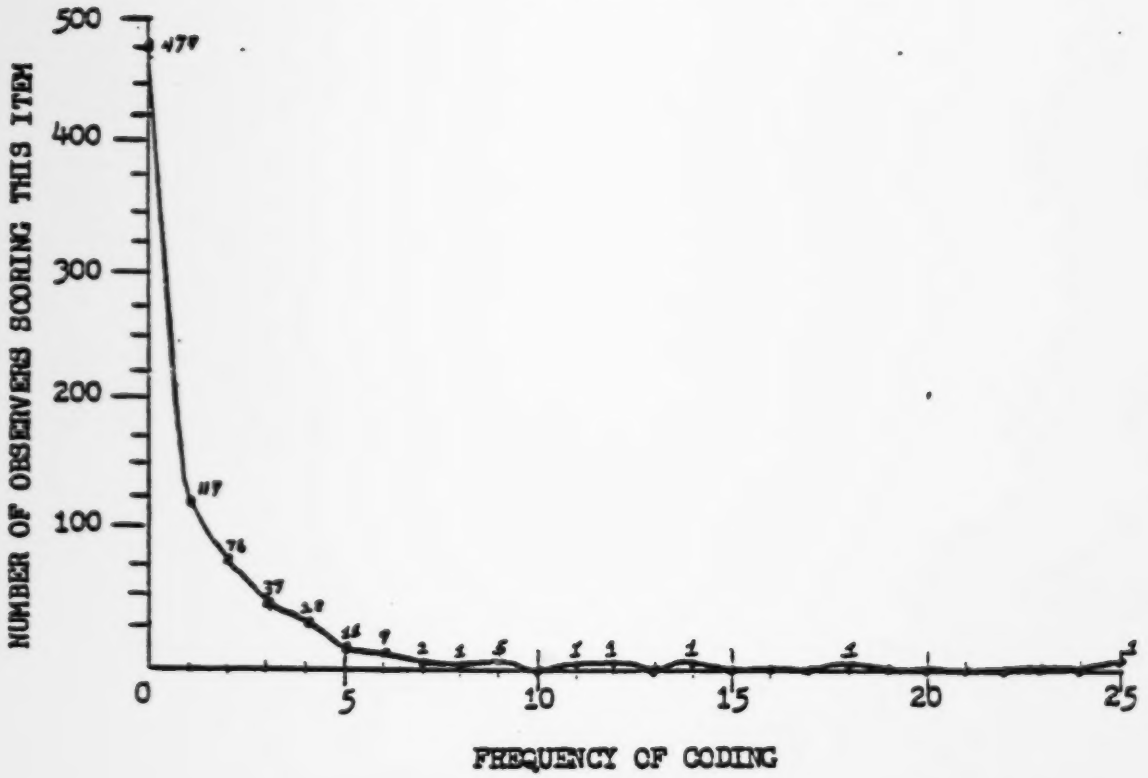
The observers trained for the reliability study were arbitrarily assigned to teams of three within each county. Only observers who managed to observe at least sixteen of the eighteen video tapes (two tapes of each of nine teachers) were included in this study. Data from these observations were entered onto the IBM 370 at USF using on-line (direct access) systems. All data were independently duplicated onto a second data set. These two data sets were compared, the discrepancies referenced back to the original observation schedules and the data sets corrected. Reliability estimates

were produced using the analysis of variance technique (Medley & Mitzel, 1963). A three way ANOVA was conducted using teachers, situations and teams of observers as independent variables. Final scales were developed within the instrument—a composite score of the twenty effective items and separate subscale scores for each of Domains 2.0, 3.0, 4.0 and 5.0.

As often occurs with observation data, the verified data sets were predominantly distributed in a non-normal fashion. "J" shaped distributions were common (See Figure #1). Individual items were transformed using an area transformation procedure within the Statistical Analysis System (SAS). This was accomplished by transforming all observations for a specific item to a percentile rank. Percentile ranks were then transformed to expected normal scores using the BLOM procedure (ref. SAS PROC RANK). This resulted in individual item distributions exhibiting more normal characteristics.

FIGURE 1

Extreme Example of a 'J' Shaped Curve



Transformed data were then summed into five separate scores for the positive indicators on the summative instrument, and reliablity coefficients computed for the total instrument, and each separate domain (See Table 1).

Table 1

Reliability Estimates: Summative Instrument

Effective Indicators

Type of Reliability	Total Scale 20 Items	*Domain 2 4 Items	Domain 3 9 Items	Domain 4 4 Items	Domain 5 3 Items
Interrater Agreement	.85	.66	.87	.85	.63
Stability	.86	.64	.85	.88	.42
Discriminant Reliability	.79	.61	.80	.81	.42

* Note: As a result of factor and logical analysis, items 1, 10, 20 and 21 were combined into one subscale to stabilize reliability estimates for Domain 2. Items 1 and 10 are excluded from the subscale for Domain 3.

As can be seen in Table 1, the reliability estimates for total score and domains three and four are relatively high for this type of instrument. The reliability estimates for Domain 2 are acceptable as is the interrater

agreement estimate for Domain 5, considering that Domain 2 has only four items and Domain 5 only three. These data indicate that Domain 5 is not as reliable over time (stability) or in discriminating between teachers as are the other domains or the total instrument.

In addition to the three estimates of reliability produced through Analysis of Variance, the internal structure of the summative instrument is also being examined through factor analysis. The purpose of this examination is to reveal the statistical and logical relationships among groups of items comprising a particular instrument. Preliminary analyses of these data appear to support the domain structure of the summative instrument.

In addition to the ANOVA test cited above, the twenty effective indicators on the summative instrument were tested independently to determine their ability to discriminate "high scoring" and "low scoring" teachers. High and low scoring teachers were differentiated by total scale scores on the transformed standardized data. The highest scoring three teachers were placed in Group 1, the lowest scoring in Group 2. (Each teacher made 2 tapes, so there were six scores in each group). Scores are based upon the summation of scaled items. The more items on which a teacher scores highly relative to all other teachers, the higher his/her total scores. Thus a total score is not influenced excessively by a single high frequency positive indicator. Conversely, teachers with many low frequencies (low scorers) were placed in Group 2. The assumption is that high scoring teachers are more effective than low scoring teachers.

Since an item should discriminate between high and low scoring teachers,

but should not discriminate between the same teacher on two occasions, two additional groups were created. Group A consisted of the first lesson for each teacher and group B of each teachers' second lesson. An item's tendency to accurately distinguish between the high and low scoring teachers was estimated by conducting T-tests between groups 1 and 2. An item's tendency to erroneously discriminate between two lessons by the same teacher was estimated by conducting T-tests between groups A and B (see Table 2).

TABLE 2

The Ability of Individual Items to Discriminate Between High and Low Scoring Teachers Using

Items	T Value Grps. 1 and 2	T Value Grps. A and B
1	* 1.0	.23
2	10.85	.16
3	7.19	1.39
4	10.05	** 3.27
5	13.21	1.02
6	10.48	.75
7	6.79	.41
8	7.15	** 3.60
9	8.19	.28
10	6.41	.12
11	6.71	1.26
12	* 1.0	.14
13	4.25	1.03
14	* 1.98	1.14
15	3.18	.62
16	* 1.0	1.64
17	10.18	.75
18	6.59	.54
19	6.77	** 7.93
20	7.40	** 8.09

Note: * Nonsignificant .005
** Significant at .005

These data provide a basis on which to determine the value of a specific item in identifying high and low scoring teachers. As can be seen in Table 2, all items, with the exception of items 1, 12, 14 and 16, discriminate between high and low scoring teachers; and all items, with the exception of 4, 8, 19 and 20, support the hypothesis that the same teacher on different occasions exhibits similar behaviors. Reasons for the few items cited that erroneously discriminate are yet unknown. The majority of the positive items on the summative instrument significantly discriminate between high and low scoring teachers, while average scores of each teacher remain substantially the same across time.

The first test conducted as part of the reliability study addresses the question of how reliability is affected by having a team of evaluators observe a teacher in lieu of only one evaluator. This test was suggested by Florida legislation that requires a team approach to teacher evaluation.

The data in Table 3 resulted from analyses conducted on area transformed observation scores collected for the reliability study. Reliability estimates in this table are based upon random selection of:

1. Teams of three observers observing nine teachers teaching two lessons each.
2. Teams of two observers observing nine teachers teaching two lessons each.
3. Single observers observing nine teachers teaching two lessons each..

The data in Table 3 show that there is little difference between reliability estimates based upon two or three observers. Considering the method used to generate these estimates (Analysis of Variance) they are all

high on the total scale of twenty items using two or three observers. However, a considerable drop in reliability is evident, across all scores, using only one observer.

TABLE 3

Differences in Reliability Between
One, Two and Three Observers

		Number of Observers	Total Scale 20 Items	Domain 2 4 Items	Domain 3 9 Items	Domain 4 4 Items	Domain 5 3 Items
Reliability	Discriminant	Three	.79	.61	.80	.81	.42
		Two	.75	.49	.76	.77	.38
		One	.55	.25	.58	.64	.15
	Stability	Three	.86	.64	.85	.88	.42
		Two	.81	.55	.80	.85	.54
		One	.70	.26	.77	.72	.37
	Interrater	Three	.85	.66	.87	.85	.63
		Two	.82	.65	.85	.81	.54
		One	.64	.50	.67	.71	.30

Since Florida law provides for three observers, by combining at least two of the three observations, these results indicate teacher performance can be reliably estimated using this instrument.

All of the above reliability data are based upon the twenty positive items on the summative observation instrument. Data on the nineteen ineffective items on the instrument are less reliable. Table 4 shows the reliability estimates based upon the same observations (nine teachers teaching two lessons each) that were used to establish reliability estimates for the effective indicators listed in Table 1.

Table 4

Reliability Estimates for Ineffective Scores

Reliability Estimate	Total Scale 19 Items	Domain 2 2 Items	Domain 3 10 Items	Domain 4 4 Items	Domain 5 3 Items
Discriminant	.35	.48	.42	.13	.55
Stability	.68	.69	.71	.36	.70
Inter-Team	.47	.61	.52	.13	.60

As is immediately evident, the reliability scores for the total scale and for most of the domain subscores are substantially lower for the ineffective items than for the effective items. The exceptions to this are Domains 2 and 5 which did not exhibit high reliability coefficients in the tests conducted on either the positive or negative scores.

Two reasons seem to account for the low reliability estimates on the ineffective indicators:

1. Few ineffective behaviors occurred in the lessons observed for the reliability study, which tended to reduce variance and therefore resulted in low reliability estimates.

2. Several ineffective items require the observers to code "missing" behaviors (e.g. circulates inadequately, gives definition only, delays, desists, etc.). Our experience in this study indicates that observers code what the teacher does more accurately than what the teacher does not do. This tends to increase error variance thus reducing reliability coefficients.

We, therefore, recommend that the effective indicators, which have higher reliability estimates, be used in the initial identification of areas requiring remediation. The items coded on the ineffective side of the instrument can then be used as indicators of specific practice that may need improvement or change. Work with the formative instruments should also provide indications of specific behaviors requiring remediation.

Implications for Practice

This development effort has produced a research based observation system (formative and summative) for which data have been gathered and reported, and for which estimates of validity and reliability have been established. In doing so, concepts and indicators of effective and ineffective teacher behavior have been identified, a method of training persons to make observations using this system has been developed and tested, and the system

has been tested and found to be within acceptable ranges of error as reported in the reliability study. If school districts train observers and apply the system as directed, then several legal and professional tenets that form the foundations of teacher evaluations should be satisfied. They include:

1. Job relatedness -- a legal obligation to evaluate teachers on the basis of what they do.
2. Content validity — use of instruments composed of items that knowledgeable people have determined to be clear and representative, and which connect teacher behaviors with student learning.
3. Reliability — evidence that observations can be made objectively, across time and in varying contexts within acceptable levels of error, and that the results will discriminate between the quality of teaching.

The observation instruments in their current state of development are (1) composed entirely of research based items, (2) have been examined for content validity, and (3) have, through testing, exhibited acceptable coefficients of reliability. The domain documents, from which the instruments were drawn, appear through factor analysis, to have consistent structure. The system as it currently stands appears to reliably measure teacher behavior.

Standards of Teacher Performance

The next step in the development process of this system is to examine the results of observations over a large number of teachers in varying contexts. Examinations of these data should result in variations of behavior as defined by frequency of coding indicators, both on the total instrument and within domains.

These data must be studied in relation to a set of frame factors (e.g. level, subject, SES, facilities, etc.) to determine if patterns of effective and ineffective teaching emerge that differ from one set of frame factors to another. From these data should emerge one or more sets of norms. Standards may then be set on the normative scale(s) for use in evaluating teachers. This is a difficult task. We are not aware of any operational system this advanced. However, with the data from the reliability study, we have the necessary prequisite for embarking on such a study. We recommend this study be conducted in 1983/1984.

Predictive Validity

The ultimate test of a teacher evaluation system is to substantiate the claim that if a teacher receives a high rating on an evaluation system his/her students will learn more than students of teachers in the same context that receive a low rating. Evidence of this supports predictive validity. To make this claim, the system must be applied, teachers rated, and student product scores compared to teacher ratings.

This connection has been made by research for each item on the

instrument, but use of the instrument together with subsequent ratings of teachers must be examined to establish its power to claim that high ratings correlate with high achievement in a variety of settings. We propose that this study begin in 1983/1984.

Section III

Performance Measurement System: Training Program

Members of the Coalition and representatives from Institutions of Higher Learning were selected to receive training in the Florida Performance Measurement System. The purpose of this training was to produce a corps of trainers (hereafter called team leaders) who would in turn train district evaluation personnel and others throughout the State. Some 45 persons were recruited from faculties of 12 Colleges and Departments of Education in both public and private institutions and from 18 school districts (See Appendix C for a list of Team Leaders).

Training of Team Leaders

The training program for team leaders included a study of the research base; the use of formative and summative instruments with practice exercises; demonstration and practice of conferencing skills; the collection and use of data not directly observed in the classroom, such as planning skills; the coordination of teacher competencies with the system; and the delivery of all of this information through workshops at the district level.

School districts were scheduling workshops in August and early Fall to prepare school administrators and others in the use of the Performance Measurement System when school began in 1982. Team leaders were thus needed to deliver several different types of workshops such as (1) Summative Instrument use for Building Level Administrators, (2) Summative and Formative Instrument Use for Support Team Members, and (3) Information

Sessions for District Staff.

The first sessions for training team leaders were held in Tampa on June 1-2, June 21-22, and July 14-15. The first six days of the training focused on proficiency in the use of the Performance Measurement System and capability to deliver workshops related to the system and its use in the Beginning Teacher Program throughout the State.

The content of this training program is outlined in Figure 1. Team leaders were given domain documents prior to training sessions and were asked to study the research support as well as the concepts and their behavioral indicators. Time was spent discussing each domain and cognitive tests were administered to assess mastery of the materials. At the beginning of each session, team leaders practiced identifying the behavioral indicators called out by a trainer as they appeared on the screen. Participants worked in small groups identifying and discussing examples of concepts and indicators. They then individually tallied observed video-taped behaviors using an observation instrument. Time for practice and interaction by the participants was part of each day's agenda.

The final three days of training for team leaders were held in five locations throughout the State. The leaders were divided into five groups and assigned to locations in Orlando, Tampa, Jacksonville, Palm Beach or Tallahassee. The purpose of this training was to give team leaders an opportunity to conduct a three-day training workshop under the supervision of the measurement and training systems designers.

The first workshop was held at Orlando on July 21-23, 1982. The sessions were documented for any problems concerning the amount of time

Figure 1

1982 Training Program

Study Domain Document	Introduce Formative Instrument	Integrate Summative Instrument	Recycle Through Steps 1-3 For Each Domain	Integrate Generic Competencies	Collect Data Not Observed In The Classroom	Practice Conference Skills	Summarize Total Process	Plan 3-Day Workshops
1. Discussion of concepts and indicators	4. Discussion of the format of the	7. Locate domain indicators on summative instrument and practice tallying using a videotaped lesson		9. Describe the relationship between the domains and the 24 competencies	11. Discuss alternative procedures for documenting teacher materials, interviews, etc.	13. Demonstrate pre and post-observation conferences	17. Discuss beginning teacher program legislation	20. Develop agenda and training format
2. Written mastery test of indicators	5. Observation of behavioral instances videotape	8. Combine practice on summative instrument as each domain is added, i.e., practice Domain 2 with Domain 3 added		10. Present sample checklists for verification of competencies	12. Simulate data collection process using an interview guide	14. Analyze case study observation data	18. Discuss legal issues	21. Assign materials and responsibilities
3. Test of examples on audiotape	a. Trainer call out indicators					15. Role play conferences	19. Simulate documentation of beginning teacher program by school administration	
	b. Small groups or pairs of observers identify indicators					16. Discuss professional development plan and portfolio		
	c. Individuals tally indicators on an instrument							
	d. Check for consensus and discuss intermittently, increasing length of viewing period gradually							
	6. Test mastery of observation on criterion videotape							

A3

A3A

allotted for an activity or the need for additional explanation, etc. These suggestions were given to the rest of the team leaders to help them prepare for the July 28-30, 1982, workshops in Tampa, Jacksonville, Palm Beach and Tallahassee. (See Appendix C for a list of participants at these locations.)

Training of Team Members

Participants in the three-day workshops (hereafter called team members) were selected from school districts and institutions of higher education throughout the State. Team leaders presented the six domains and introduced the formative instruments. They then provided an explanation of the relationship between the functions and instruments. Time was devoted to practice using the instruments to observe videotaped lessons. It was not possible in three days for the team members to learn the research base for the materials, but a general understanding of the concepts and indicators gave the participants training to use the summative instrument. The team members were thus prepared to assist the team leaders in presenting the information to others throughout the State. However, team members would need more extensive work on the domains and the formative instruments in order to conduct training themselves.

Since the completion of their training in late July 1982, the training teams have provided workshops in the use of the summative instrument for district and school level administrators, in the use of both summative and formative instruments for support staff members, and in information dissemination for district school staff. To date, more than 3,000

educators, including principals, assistant principals, county level personnel, and peer teachers, have received training from these teams under the direction of the team leaders. Evaluations by participants indicate that the trainers, the training program, and the training materials are effective.

College Workshops

Several Colleges of Education have designed workshops to present information about, and training in, the system to their faculty and staff. They also invited faculty and staff from other colleges and universities to participate in these workshops.

The first such workshop was held December 2-3, 1982, at Florida State University. It was attended by forty-two participants equally divided among F.S.U., FAMU and DOE personnel. Prior to the FSU/FAMU workshop, the faculty were invited to an orientation to the Beginning Teacher Program on November 8, 9 and 10. Twelve FSU faculty members including the Dean participated. Other university workshops were held in Jacksonville on January 20, 1983, by the University of Florida and the University of North Florida. A total of 72 faculty members attended as follows: UNF (40), UF (20), Jacksonville U (9), Edward Waters College (1), and Flagler College (2). The University of South Florida workshop for faculty was held January 26-28, 1983. Florida Atlantic University hosted a faculty workshop at Boca Raton, February 9-11, which was attended by some 50 faculty members from various institutions. At the time of this writing, the University of West Florida is offering faculty training in eight four-hour sessions.

Training Materials

Materials that fit the Florida Performance Measurement System needed to be developed prior to the training sessions for workshop leaders. Existing films of teachers presenting lessons were examined, but were not appropriate for training because instances of behavioral indicators were not frequent enough and did not occur in sequences that were related to the organized plan of researched information in the domains.

In May 1982, the Hillsborough, Pinellas and Lee County School Districts helped us produce a set of videotaped lessons in elementary and secondary classrooms. The teachers whose classes were to be filmed were asked to plan a lesson that demonstrated a set of behavioral indicators from one of the domains. In this way we were able to produce 20 videotapes that depicted effective and ineffective practice as documented in product-process research. From this pool of tapes we selected practice tapes and a criterion tape for training people to recognize specific behaviors. Some of the tapes were used for formative instruments and some tapes were developed for use with the summative instruments. (See Appendix C for a list of videotapes for the training program.)

In addition to the videotapes, the following set of training materials was developed, used in the training program, and distributed for use in training workshops. These materials are as follows:

1. Handbook of the Performance Measurement System (296 pages), consisting of the following chapters: Research Knowledge Base; Context of Teaching and Evalaution; Observation Instruments; Florida Competencies and

Their Relation to Research Findings; State Board Rules; Competence Verification Process; Directions for Documentation; and Problems, Pitfalls, and Procedures of Evaluation.

2. Trainer's Manual of the Florida Performance Measurement System (175 pages).

3. Participant's Manual (75 pages). See Appendix C for a copy of this manual.

4. Manual for Coding Teacher Performance on the Florida Summative Observation Instrument (14 pages).

The videotapes and all of the materials were made available to the team leaders. One copy of the Handbook was distributed to each Dean or Director of Teacher Education by the Department of Education. Additional copies can be ordered from the Panhandle Area Educational Cooperative (PAEC) at cost. There has been a large demand for these materials within the State of Florida and a surprising number of requests for materials and information from educators throughout the country (See Appendix C for mailing lists).

Section IV

Teacher Training Materials: A Prototype

Under the direction of the Coalition for the Development of a Performance Measurement System, a committee was organized to develop materials. Among the materials identified for development were materials which could be used to train teachers in the professional knowledge and skills of the Florida Performance Measurement System. The materials to be developed could be used by a teacher to acquire or improve specific teaching skills that promote student learning.

The plan to develop training materials required a number of decisions. The committee decided that materials made available to teachers needed to be directly related to the teaching behaviors identified and evaluated in the Florida Performance Measurement System. The idea of adopting pre-existing training materials was rejected because such materials usually do not address the specific behaviors which form the professional knowledge base of the Florida Performance Measurement System. The materials that do present these behaviors often deal with them using different terms and discuss them in a context that includes much extraneous information.

Once it was agreed that the committee would attempt to produce training materials congruent with the Florida Performance Measurement System, the issue of whether to produce one set of materials for all teachers or multiple sets for use by teachers at different levels and in different subject areas was addressed. Since the teaching behaviors to be presented in the materials are essential to effective classroom performance at all levels

and in all subject areas, the committee decided it would be appropriate to develop one set of materials which could be used by all teachers. The committee believed it would strengthen the presentation of effective teaching behaviors if users with different orientations could see a variety of applications of the same teaching skill. In addition, it would reduce cost and development time to produce only one set of training materials.

After discussing several alternatives, the decision was made to design the training materials so that they could be used by the teacher primarily in a self-instructional manner. This decision was based on the knowledge that there is research support for using self-instructional materials for inservice teacher training. Furthermore, self-instructional materials reduce the tutorial burden of resource persons who may be working with a teacher.

Another decision which shaped the project to develop training materials was the decision that discrete units of instruction should be developed. If this were the case, teachers weak in one performance area would find it possible to identify materials specifically related to that area and use them independent of other units. It is believed this would make the materials more efficient and would result in greater utilization.

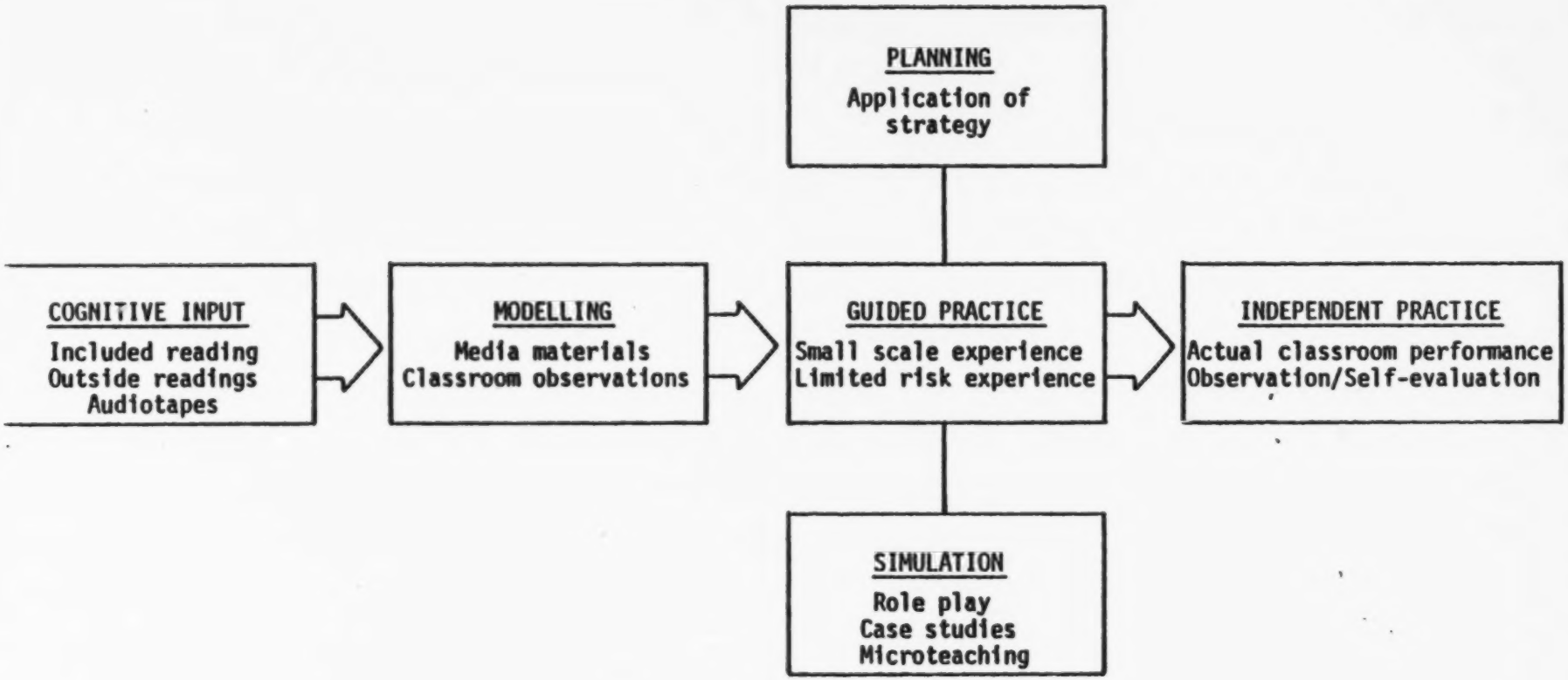
Formation of Clusters

Once the basic decisions were made regarding the approach to be taken in developing training materials, the problem of organizing manageable instructional units had to be addressed. As the committee studied the more than one hundred effective teaching behaviors identified in the five

domains, it became evident that the organization of the concepts and indicators for instructional purposes might be somewhat different from the organization in the domain documents. Treating each domain as one instructional unit would present such a problem. Conversely, isolating a single behavioral indicator would result in an artificial fragmentation of teacher behavior and would require the development of one hundred learning packages. The criteria utilized for clustering teaching behaviors into instructional units were relatedness in terms of a specific, yet meaningful teaching function; and instructional manageability. With these criteria in mind, a careful analysis of all behavioral indicators in the five domain documents was undertaken. The result was the identification of sixteen instructional units with a title designated for each unit. (See Appendix D for list of teacher learning packages for the Florida Teacher Performance Measurement System, Titles and Contents.)

The Design

Learning packages for all sixteen instructional units will be produced according to a standardized instructional design and will be consistent in format. They will be written in an easy-to-follow language and will be self-contained (all materials needed will be provided). The instructional design guiding the development of each package consists of five components illustrated in Figure 1.



INSTRUCTIONAL PATTERN
FOR
BEGINNING TEACHER LEARNING PACKAGES

The information component consists of a discussion of the teaching behaviors presented in a particular learning package. It offers suggested techniques for utilizing the behaviors in a classroom situation. This section is intended to clarify effective teaching behaviors and share practical ideas from the "wisdom of the craft." The second component of each package presents activities which serve to reinforce and extend ideas in the information section. These activities often include written exercises with feedback information. Modeling, the third component, refers to the part of each package that provides demonstrations of specific teaching skills. This section usually consists of audio and/or video tapes illustrating particular teaching behaviors and observation checklists to be used in conjunction with the tapes. The fourth and fifth components contain suggestions for practice activities. Guided practice activities are performed by the user under the supervision of a qualified resource person. Independent practice activities are intended to help the teacher retain and refine acquired teaching skills. Self-evaluation checklists are included for use with this type of activity.

At present, a prototype learning package has been developed. This prototype (XIV, Specifying Student Behavior) along with an instruction manual, will provide guidance for developers of other learning packages and help to insure consistency among packages produced by different individuals and large groups. (See Appendix D for prototype learning package.)

Section V

Alternative Feedback Procedures

There are some thirty institutions of higher education in Florida that prepare students to enter the teaching profession. While these institutions prepare less than half of the beginning teachers employed in Florida each year, the quality of their programs is still of paramount importance. The colleges and departments of pedagogy are constantly making changes to improve their programs. Data about on-the-job performance of their graduates are crucial to these improvements. Therefore, it is imperative that evaluation information about the performance of their graduates who have entered the teaching force serve as feedback to the pedagogical colleges and departments. The purpose of the survey was to determine current follow-up practices and to develop alternative feedback procedures.

The Florida State Commissioner of Education is charged by the Rules of the State Board of Education in Chapter 6A-5.64 on the Evaluation of Preservice Teacher Education programs to review pedagogical colleges for certification approval. These rules state that (2) "Institutions choosing the course credit approach shall meet the following standard . . . . . (c) The institution will be expected to furnish evidence of the quality of its instruction through the scholastic performance of its students while in the institution and the performance of its graduates as members of the teaching profession."

The Guide of the Teacher Education Program Approval Process (1981) for the Department of Education On-Site Evaluation of Teacher Education Programs

states (E-3) that one of the criteria to be rated is "Follow-up of Graduates." Therefore some of the review questions to be asked by the evaluation team address follow-up procedures. It seemed appropriate that we survey the college follow-up practices as part of our effort to develop alternative feedback procedures.

Survey of College Follow-Up Practices

A letter requesting a copy of the follow-up form(s) together with a questionnaire regarding the use of the follow-up data were mailed to twenty-six pedagogical colleges and departments. Fifteen of the schools responded, and the results are reported in Table 1.

Distribution of Follow-Up Practices by Colleges and Departments

	Follow-up Study	Frequency of Follow-up: Annually	Periodically	Check on Employment Status	Check on Quality of Instruction in Liberal Arts	Check on Quality of Instruction in Pedagogy	Check on Competency Preparation	Use of Follow-up Data: Employment Study	Report to Administration, Faculty, Agencies, etc.	Program Evaluation	Program Development/Revision	Program Assessment by School Principals	Reported Percent in Teaching
Barry University	X		X	X				X					
Biscayne College	No												
Eckerd College	X	X		X	X	X				X	X		50%
Flagler College	X	X	X	X	X	X		X		X			
Florida Atlantic University	X		X	X	X	X					X		
Florida Institute Technology (In Science Educ.)	X	X		X		X					X		70%
Florida Southern College	X	X	X	X		X						X	
Florida State University	X	X		X				X				X	65%
Jacksonville University	X		X	X		X							85%
Palm Beach Atlantic College	X	X		X		X			X			X	
Stetson University	X	X		X		X				X	X		60%
University of Central Florida	X	X	X	X	X	X			X		X		
University of Florida	X	X		X			X				X		62-66%
University of Miami	X	X		X	X	X			X		X		
University of South Florida	X	X		X		X	X		X				70%

From an inspection of Table 1 it can be seen that fourteen of the fifteen schools conduct a periodic follow-up study of their graduates. Most of them check on employment status annually and eleven schools indicate that they also ask for feedback on the quality of instruction received in pedagogical courses. Only five schools say they ask about the quality of instruction received in Liberal Arts courses. Follow-up data are said to be used for employment study, program/course evaluation and modification and to share with agencies such as AACTE, administration, faculty and students.

There is great variation in the type of information collected. Some of the colleges ask very general or open-ended questions such as, "What would you suggest be done to improve the teacher preparation program?" or "Did your education prepare you for your first year of teaching?" Two colleges specifically ask the respondent to evaluate his/her preparation in each of the generic competencies. Several colleges ask respondents to rate courses such as professional education courses, liberal arts courses, methods courses, etc., usually on a five-point scale from poor to outstanding. Questions about specifics preparation such as development of lesson plans or training in handling of disruptive students are asked by two colleges. Three of the colleges send instruments to school administrators who are asked to rate the institution's graduates in overall preparation, knowledge of subject matter, etc.

Unless feedback is specific as to strengths and weaknesses of graduates, a college faculty is not likely to identify the weaknesses in its training program and even less likely to change. Follow-up practices as reported by the questionnaire indicate a lack of specificity as to deficiencies in

either pedagogical or academic knowledge and skills. The lack of such information is incompatible with a college's evaluation and effects to improvement of its program.

Moreover, pedagogical colleges as well as academic departments offer off-campus courses as part of their services to teacher centers and other agencies of staff development. The feedback on the effectiveness of these services is minimal, limited largely to student ratings of instructors. The need for a thorough and precise system of information gathering about the strength and weaknesses of graduates and the effects of inservice programs is clearly indicated.

Alternative Feedback Procedures

An informal committee of college and school personnel developed five alternative procedures for gathering information about graduates of pedagogical institutions. In formulating these alternatives certain benefits of a feedback system were kept in mind, as follows: A feedback system provides information to

a. Colleges and Departments of Education about the strengths and weaknesses of their products;

b. districts about second-year beginning teachers for their use in inservice programs and for redesigning teacher programs;

c. districts about the strengths and weaknesses of the products of Colleges and Department of Education, both within and without the State, for guidance in recruitment of personnel;

d. the DOE for use in its assessment of, and efforts to improve, the beginning teacher program evaluation procedures.

Moreover, the Committee deemed it desirable that feedback information

about graduates or the effects of inservice programs be depersonalized, for information about deficiencies of individuals *per se* would be of little or no value in program improvement or in program evaluation by DOE.

The proposed alternative feedback procedures follow.

1. A feedback form developed by the DOE, with input from Districts and Colleges of Education (public and private), would be filled out by the support team of each beginning teacher and included in the teacher's portfolio. Each completed form would be depersonalized by District Authorities and submitted to the DOE. The DOE would then compile the data from the various forms and report them to the Districts and to the Colleges for use in improving their respective programs.

2. This procedure is the same as 1 except that the completed forms would be submitted to the DOE for approval as part of the District's evaluation plan.

3. The DOE On-Site Review teams, using standardized interview forms, would collect data about each beginning teacher from District Support teams.

These data would become part of On-Site Program Review of Inservice Activities as submitted in the Districts' Master Plans. The data thus collected would be organized and reported to the Districts and to Colleges and Departments of Education as in 1.

4. Each College or Department of Education would provide personnel to become trained interviewers. The state would be divided into areas. Each area would be serviced by the trained interviewers of designated Colleges and Departments of Education. The interviewers would collect data from support teams about each beginning teacher in their respective area in collaboration with Teacher Center or Staff Development Directors. The data from each area would be organized and forwarded to the DOE, which would in turn organize the data from all areas and report the results to the Districts and to Colleges and Departments of Education as in 1.

5. Each District would collect data about its beginning teachers and organize and deliver the data to the DOE and the colleges and universities. At least two kinds of data would be collected: a) the beginning teacher's perception of his or her preparation in the Domains of the Florida Performance Measurement System, and b) the initial observations of beginning teachers by the principals or support team, or both, using the Florida Performance Measurement System or a comparable valid and reliable measurement system. The Districts would depersonalize and classify the data by colleges or universities and forward them to the DOE and to the relevant colleges and universities. The data would be used by the DOE in its state evaluation program and by the universities and colleges in evaluating and improving their own programs.

The merits of each of these procedures suggest that proposal 5 is the most feasible. It appears to involve less paper work and to be less time consuming. In addition, it also provides for input by the beginning teacher as well as by District evaluators and support teams. Like the other proposals, it provides for objective data about the performance of graduates that will indicate program deficiences.

Section VI

Relation of Florida Competencies to Research Findings on Teacher Effectiveness

The message of The Florida legislature in its revision of teacher certification laws was very clear: improvement in student performance requires improvement in teacher preparation. Attempts to improve teacher quality at the preservice level include requiring higher test scores as a prerequisite for entry into colleges of education; the establishment of a Teacher Certification Examination which measures the prospective teacher's mastery of fundamental communication, reading and writing skills and professional knowledge; and a monitoring of teacher preparation programs on the basis of the percentage of program graduates who successfully complete the examination.

The law further requires that the practical application of instructional knowledge and skill be followed in the teacher's first year in the classroom, emphasizing the teacher's adequacy in demonstrating the twenty-three generic teaching competencies identified by the Florida Council on Teacher Education and adopted in Rules of the State Board of Education.

The law and Board of Education rules spelled out in detail the circumstances under which the competencies were to be demonstrated, but did not address directly the levels of performance or the methods of determining performance of the competencies. The resolution of this problem was left to the developers of three pilot programs, and ultimately to the developers of individual district programs. Concern for consistency in setting standards and verifying performance was understandably great. As a result, a coalition of school districts and universities was formed to address this

problem.

There are two sources of information by which to judge teacher performance. The first is derived from professional consensus, and consists of those skills identified through polling practicing educators. This professional wisdom, if operationally stated, may furnish criteria against which teacher performance can be measured.

The second source of data is research. Careful gleaning of findings of experimental and process-product studies over the past twenty years reveals a number of teacher behaviors which have been shown to correlate with student achievement and/or conduct. The compilation and organization of these behaviors supplies a second set of teaching skills which may then be observed and evaluated.

The competencies identified by COTE were a product of the polling procedure mentioned first. They tend to lack the clarity, specificity, and visibility of the behaviors emerging from the research; but they do avoid some of the mechanistic appearance frequently attributed to the more precise, discrete behaviors described in the research literature.

The dilemma posed for the designers of the Beginning Teacher Program models was the reconciliation of these two sets of skills/competencies, so that the resulting system: 1) could meet the requirement that the generic competencies had been demonstrated; 2) could be administered accurately and consistently, with instruments that could be tested for reliability and validity; and 3) could be shown to have an empirical basis for its use.

The decision of the Florida Coalition was to proceed with the development of a data collecting system based on the findings of

process-product and experimental research on effective teaching. The data gathered in a search of the literature were organized into six domains of teaching, and work on instrumentation proceeded.

An Integration Committee was appointed and assigned the task of merging the effective teaching behaviors identified in the research with the competencies listed in the law and Board of Education rules. A matrix showing the relationship between the Florida competencies and the research-based indicators may be found in Appendix E. Research support for competencies 3, 5, and 18 is tenuous. Only competency 4 cannot be directly related to at least one skill derived from research.

The study that has led to the relating of competencies and effective teaching behaviors has raised some questions which the committee wishes to present below.

1. A distinction needs to be made between the methods of measurement of cognitive skills and performance skills. Competency 4 (professional reading skills) can be measured in only two ways in the inservice setting. A teacher may be assigned professional reading and then tested, orally or in writing; or it may be inferred that a teacher who is performing adequately has at some point mastered the competency of reading and comprehending professional reading materials. The first method is artificial, the second inaccurate. The competency for most teachers can be best measured in the preservice preparation period and by the certification examination.

Other competencies which cannot be adequately assessed in the classroom for many teachers are 2 (the ability to comprehend and interpret a message after listening) and 5 (the ability to comprehend and work with fundamental mathematical concepts).

2. Competency 24 (identifying and meeting the needs of exceptional students) is not of the same order as the others in the list. It is rather a special application of each of the other competencies, and subskills relating to exceptional students should be listed for each competency.

3. Some of the competencies are too global to permit accurate measurement. "Demonstrate the ability to comprehend patterns of physical, social, and academic development in students and to counsel students concerning their needs in these areas" is a case in point. Competencies 21-23 also need to be clarified, and perhaps narrowed, before any honest effort can be made to document them.

In light of these considerations we recommend:

1. All competencies should be reviewed and examined for:

    a. clarity;

    b. practical assessment;

    c. research support

2. Those competencies for which no process-product or experimental research support can be found should be reexamined and, if retained, restated in very explicit terms.

3. Competencies suggested by research, but not included in the generic list, should be examined to determine whether they should be added; and, if so, how they should be measured.

4. The separation of research-supported and consensus-derived competencies should be considered.

5. If new competencies are considered, care should be exercised to insure that they are generic in nature.

Section VII

Analysis of District Evaluation Policies and Practices

The content and accuracy of an evaluation system are crucial aspects of teacher evaluation, for evaluations of teacher can be no better than the data on which they are based.

Each of the sixty-seven districts in Florida evaluates teachers in its own way, using instruments, criteria, and procedures designed or selected by the school board and district personnel. This freedom of the districts has led to lack of consistency among districts. It is quite possible for the same teacher to be rated differently from one district to another. The purpose of this survey and analysis was to examine the content of each district's evaluation instrument(s) and the policies and practices pertaining to their use.

Sampling Procedure

On the basis of the 1980-81 K-12 unweighted FTE counts, the sixty-seven counties in Florida were classified as small (less than 15,000), medium (15,000 to 45,000) or large (over 45,000). Using these criteria the number and percentage of counties falling under the various categories is as follows:

small: 45 counties 67%

medium: 14 counties 21%

large: 8 counties 12%

Sixteen counties were included as a sample for this study. They were chosen

to approximate these percentages while still maintaining a manageable number to allow in-depth analysis. The counties, including their FTE counts and the total percentage of each category within the sample, are found in Table 1.

Table 1

Sample Counties by FTE Counts

Small		Medium		Large	
62% of Sample		25% of Sample		12% of Sample	
Counties	FTE	Counties	FTE	Counties	FTE
A	839	K	21,662	O	54,166
B	2,655	L	22,498	P	78,469
C	3,314	M	32,011		
D	4,091	N	32,464		
E	4,292				
F	4,487				
G	7,430				
H	8,314				
I	8,693				
J	12,987				

Analysis of Evaluation Instruments

The 1980-81 evaluation forms from the specified counties were analyzed to determine the nature of criteria included in the evaluation process. Each item included on the form was noted and classified into categories to allow for differences in terminology. In the case of an item that spanned the scope of more than one category, it was listed under all categories that appeared relevant. These categories were then combined to form seven general areas for purposes of classification. These general areas and the categories subsumed within them follow:

I. Knowledge and Professional Growth
   - A. knowledge of subject matter
   - B. professional growth
   - C. knowledge of child growth and development
   - D. oral and written language skills
   - E. (competency in) computational skills
   - F. (acceptance of) constructive criticism

II. Compliance
   - A. complies with policies
   - B. accepts responsibility to total school
   - C. meets certification requirements
   - D. observes professional code of ethics

III. Personal Attributes
   - A. personal appearance
   - B. health
   - C. emotional stability

D. enthusiasm

E. attendance/punctuality

F. judgment

G. mannerisms/voice

H. initiative

IV. Interpersonal Relations

A. with students

B. with staff

C. with parents

D. community relations

E. general

V. Organization and Discipline

A. classroom management/discipline

B. classroom atmosphere

VI. Extracurricular Duties

A. record-keeping

B. physical arrangement of class

C. aesthetics of classroom

D. care and use of materials/equipment

E. supervision/routine duties

VII. Teaching Process

A. planning

B. motivation/varied methods and materials

C. evaluation

D. directions/explanations

Table 2

Distribution of Evaluation Items into Categories

	County	Knowledge & Professional Growth						Compliance				Personal Attributes										Interpersonal Relations					Extracurricular Duties					Organisation and Discipline		Teaching Process					
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37
Small	A		1		1/2				1/2		1	1	1	1	1/2	1	1	1	1/2		1/2	2	1			1				1/2			1					
	B		1	1	1		1	1	1			1	1	1	1	1	1			1	1				2	1		1			1		1					
	C	1	1		1/2	1/2			1		1	1			1						2	1	1/2	1/2		1/2	1			1		1					
	D	1					1	1	1								1				3	1	1			1			1	1	1						
	E	1	1		1		1	1	1			1	1/2	1/2	1			1			2½	1½			1	1			1	1	2		1	1	1	1	
	F	1	1				1		1		1	1	1/2	1/2		1	1	2	1		1/2		1/2		1				1		1		1	1		1	
	G	1	1		1/2		1		1/2		1	1			1		1		1		5	3½	1½			1			1	1	2		1½	2		1½	2
	H	1	1	1/2				1			2	1	1/2	2		1/2	1/2			1		2	1			1	1/2	1/2	2			1	1	1	1/2			
	I	1	1		1			1				1					2	1	1	1					3		1	1	2½	2½	3		1	1	1	1	2
	J	1					1	1	1½		1	1	1	1	1	1	1					1			1	1			1	1/2	2			1	1	2	1
Medium	E							1½	1½																	1			1		1		1				
	L	1/4	2½						2			1	1			1	4		3		2	1			1	1			3		2	3	1	5	4	5	
	M	1	1					1		1	1										1½	1	2	2					1	1/2	4		1	1		1	
	N	1	1		1			1	1								1				1/2	1/2	1/2				1		1	1	1		1	1	1		1	2
Large	O	1	1		1		1	1			1	1	1/2	1/2	1						1	1	1½	1½		1			2		2½	1/2	1	1	1	1	
	P	1	1									1					1			1	1	1			1					1		1	1	1	1		

1. Knowledge of subject matter
2. Professional growth
3. Knowledge of child growth & development
4. Oral and written language
5. Competency in computational skills
6. Constructive criticism

7. Complies with policies
8. Responsibility to total school
9. Meets certification requirements
10. Professional code of ethics

11. Personal appearance
12. Health
13. Emotional stability
14. Enthusiasm
15. Reliability/dependability
16. Attendance/punctuality
17. Judgment
18. Mannerisms/voice
19. Initiative

20. With students
21. With staff
22. With parents
23. Community relations
24. General

25. Recordkeeping
26. Physical arrangement of class
27. Aesthetics of classroom
28. Care & Use of materials/equipment
29. Supervision/routine duties

30. Classroom management/discipline
31. Classroom atmosphere

32. Planning
33. Motivation/varied materials/methods
34. Evaluation
35. Directions/explanations
36. Individualisation/flexibility
37. Time management

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E. individualization/flexibility

F. time management

A matrix was constructed to show how each district distributed its items across these areas and categories. The number of items pertaining to a category was specified in the cell at the intersection of a particular county and category. In order to have these numbers equal the total number of items on the evaluation form, items that overlapped categories were counted as a fraction within all relevant categories. An item that spanned two categories was designated as one-half under each appropriate column; an item that spanned three categories was designated as one-third under each relevant column. For example, an item that reads "possesses good health and projects emotional stability" was counted as one-half in the column for health and one-half in the column for emotional stability.

The numbers on the top row of Table 2 are codes for the specific categories within a general area. As an example, number 1 under the general title "Knowledge and Professional Growth" refers to the category "knowledge of subject matter"; the number 16 under the general title "Personal Attributes" refers to the category "attendance/punctuality."

The numbers under each category code indicate how many items pertaining to that category a particular district included in its evaluation form. (See Appendix F for details).

Table 3 was constructed to show the relative emphasis given to the seven general areas by the various counties. For each county the number of items devoted to an area was totaled, with split items counting as they did for Table 2. These totals are indicated in parenthesis in Table 3. Since

TABLE 3

Percentage of Items Allocated to Area of Evaluation

	County	Total Number Items	Knowledge and Professional Growth	Compliance	Personal Attributes	Interpersonal Relations	Extra Curricular Duties	Organization and Discipline	Teaching Process
Small	A	16	9% (1½)	9% (1½)	44% (7)	22% (3½)	0% (0)	0% (0)	6% (1)
	B	19	21% (4)	5% (1)	37% (7)	16% (3)	11% (2)	5% (1)	5% (1)
	C	20	15% (3)	10% (2)	10% (2)	20% (4)	7½% (5½)	10% (2)	27½% (5½)
	D	21	9½% (2)	9½% (2)	5% (1)	24% (5)	14% (3)	9½% (2)	29% (6)
	E	28	14% (4)	7% (2)	14% (4)	18% (5)	7% (2)	4% (1)	36% (10)
	F	20	15% (3)	10% (2)	35% (7)	10% (2)	10% (2)	5% (1)	15% (3)
	G	30	12% (3½)	5% (1½)	13% (4)	33% (10)	10% (3)	7% (2)	20% (6)
	H	23	11% (2½)	13% (3)	21% (5)	13% (3)	17% (4)	4% (1)	20% (4½)
	I	28	11% (3)	4% (1)	18% (5)	11% (3)	21% (6)	11% (3)	25% (7)
	J	23	9% (2)	15% (3½)	26% (6)	9% (2)	11% (2½)	9% (2)	22% (5)
Medium	K	10	0% (0)	30% (3)	0% (0)	0% (0)	20% (2)	10% (1)	40% (4)
	L	46	7% (3)	4% (2)	17% (8)	9% (4)	9% (4)	15% (7)	39% (18)
	M	15	13% (2)	20% (3)	0% (0)	37% (5½)	0% (0)	10% (1½)	20% (3)
	N	17	18% (3)	12% (2)	6% (1)	6% (1)	12% (2)	12% (3)	35% (6)
Large	O	26	15% (4)	8% (2)	15% (4)	19% (5)	12% (3)	12% (3)	19% (5)
	P	13	15% (2)	0% (0)	15% (2)	23% (3)	8% (1)	8% (1)	31% (4)

Total Number = 67

<15,000 = 45 67%

15,000-45,000 = 14 21%

>45,000 = 8 12%

Sample N = 16

<15,000 = 10 62½%

15,000-45,000 = 4 25%

>45,000 = 2 12½%

the total number of items contained in the evaluation forms varied from county to county (range 10 to 46 items), the percentage of total items devoted to each area was calculated. These percentages reflect the relative priority of a given area within the evaluation forms of the sample counties. (See Table 3).

It can be seen from an examination of Table 3 that there are wide variations between districts as to the importance of the various criteria by which teachers are evaluated. For example, 21 percent of the items on County B's instrument are allocated to Knowledge and Professional Growth, whereas, County K gives no recognition to this area; County P's instrument does not have any items regarding Compliance while in County K's instrument 30 percent of its items are allocated to compliance. The emphasis on each of the remaining areas is equally diverse with ranges as follows: Personal Attributes 0 to 44 percent; Interpersonal Relations 0 to 37 percent; Extracurricular Duties 0 to 21 percent; Organization and Discipline 0 to 15 percent; and Teaching Process 5 to 40 percent. Four of the sixteen districts allocate slightly over a third of the evaluation items to the teaching process while the remainder of the sample gives the teaching process even less of an emphasis.

It is important to note that the instruments analyzed in this survey contain many items that allow for considerable subjectivity on the part of the evaluators. For example, it is not specified what behaviors are taken into account in deciding whether a teacher displays responsibility to the total school or whether a satisfactory classroom atmosphere is maintained. The wide variation of items and categories emphasized in the instruments

together with the subjective nature of many of the teacher characteristics leads one to believe that it is quite possible for the same teacher to be rated differently from one school to another.

Moreover, we found no report of the validity or reliability of these instruments, and therefore do not know whether or not districts have such information. In view of the costs involved, we think it unlikely that the instruments we analyzed have been tested for validity and reliability. This is critical to the improvement of teacher evaluation and must be addressed locally or state wide.

It should also be noted that the instruments reviewed in this study contain many items that reflect the opinion of district staff rather than the findings of research. In some instances this is justifiable as in the case of compliance criteria or community relations criteria. But many of the items can be justified only by reference to dependent variables such as student achievement or conduct. For example, whether or not a teacher gives attention to "learning styles" can be justified as an item in an instrument only if it is positively related to achievement. Since there is insufficient research to commend it, this item is questionable. Further, research evidence suggests that opinions, held by teachers and administrators, of what constitutes effective and ineffective instruction is frequently contrary to findings of research on teacher effectiveness. This leads to further error when such items become part of the evaluation system.

Section 231.29, Florida Statutes, emphasizes that improvement of instruction is a fundamental goal of the State's educational endeavor. Adequate evaluation of classroom performance of teachers, especially that

which pertains to instruction, is a central feature in improving instruction. If training programs called for in 231.29 are to be geared to the identified needs of teachers, evaluation of teachers' classroom performance is a key factor. The planning of such programs can be successful only if those aspects of instructional performances that need improvement are fully taken into account. The examination of Table 3 indicates clearly that the number of items on the evaluation instruments devoted to non-teaching activities ranges from 60 to 95 percent. This is hardly compatible with the emphasis on instruction in Section 231.29.

Analysis of Policies and Procedures

No less important than evaluation instruments is the manner in which the observations are conducted, when and by whom, and how the data are interpreted. These considerations are covered for the most part by evaluation policies and procedures of a district. It is important therefore to survey and analyze district evaluation policies and procedures for congruence between districts and for legal and professional implications.

We approached this task by examining the contracts between the Boards of Education and the bargaining agents of a sample of districts. We chose this approach in lieu of using a questionnaire, since district school personnel are heavily burdened with paper work and a questionnaire would add to their burden and invite hasty answers to serious questions. But more important, we wanted to examine the contractual agreements on policies and procedures,

since they are more likely to be monitored and adhered to in the evaluation of teachers and hence are more dependable than any other source.

Identification of Policies and Procedures

The FSLRS Contract Files for the sixteen counties which comprised the observation/assessment sample were analyzed as to their policies and procedures. The distinction between policy and procedure was not always clear-cut. However, each sentence was classified as either a policy statement or a procedural statement according to the following rule: a policy statement was considered to be a more general statement without precise specifications; sentences were considered to be statements of procedure if time constraints, number specifications or a specific sequence of events were included or if it could be translated into an action step.

In the listing of statements as either policies or procedures, the first sentence in a section was denoted by the letter or number code of that section in the contract files. Each sentence within a section was then labeled under the section code and a number in parentheses denoting where in the paragraph the sentence was located. For example, the second sentence in section J for County C was listed as:

J. (2) Emergency status shall be determined solely by the administrator and this decision shall be final.

The various policies and procedures were then analyzed to determine the type of content that was included in each statement. This was tabulated in a matrix (Table 4) showing the topics and counties. A checkmark in the intersecting cell on the matrix indicates that statements dealing with this

TABLE 4

Evaluation Policies and Procedures Included in Contracts

		Small										Medium				Large	
	%	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
No materials in file without teacher's knowledge	38%	X	X			X								X	X	X	
Review file in presence of administrator	19%		X			X			X								
Teacher may have accompany to review	44%	X	X		X	X		X				X			X		
Teacher may review file upon request	38%	X	X														
Teacher notified if authorization given	6%			X													
*Who may inspect file	38%			X					X		X		X		X	X	
*Filing specified	38%	X		X	X	X			X	X							
*Time requirements on evaluation	50%			X	X			X		X		X		X	X	X	
Teacher may request additional evaluations	25%					X		X		X			X				
Evaluator may make additional evaluations	25%	X				X								X	X		
*Number of evaluations	44%				X	X			X	X	X	X					X
May make written comments & submit additional info.	63%	X	X	X	X	X	X	X	X		X		X				
Teacher receives copy of report	81%	X	X		X	X	X	X	X	X	X	X	X	X		X	
*Procedure if refuses to sign	13%				X							X					
Signature does not mean agreement	69%		X	X	X	X		X	X	X			X		X	X	X
Not asked to sign blank or incomplete form	13%											X				X	
Form signed by teacher	81%	X	X	X	X	X		X	X	X	X		X		X	X	X
*Conference after observation	81%	X	X	X	X	X		X	X		X	X	X		X	X	X
*Time requirements on observations	19%	X				X										X	
Observations in writing	19%				X	X											X
*Must observe before evaluate	81%	X	X	X	X	X		X	X	X			X	X	X	X	X
All observations openly w/teacher's knowledge	75%			X	X	X		X	X	X	X	X		X	X	X	X
Explanation & discussion and/or orientation	44%	X	X		X	X		X					X			X	
*Given copy of evaluation criteria	75%	X	X		X	X	X	X	X	X	X		X	X		X	
*Teacher input into evaluation criteria	19%				X	X				X							
Bargaining unit member won't evaluate	19%													X	X		X
*Who does evaluation	69%	X	X	X	X	X			X	X			X		X	X	X
Evaluation done with, not to, teachers	13%	X				X											
*Object of assessment	56%	X		X	X	X			X					X	X	X	X
*Emergency status-postpone or exempt	13%			X												X	
*If itinerant teacher	6%															X	
*If assigned to position not certified for	6%												X				
*Arbitration	6%											X					
*Grievance	25%											X			X	X	X
*Disciplinary move	25%	X				X						X					X
*Use of evaluation (disciplinary)	25%				X							X	X		X		
*Data included in written evaluation	38%	X			X	X			X			X					X
*Improval of instruction	38%				X		X			X			X		X	X	
*Data included on observation form	19%				X				X						X		
*Comments on performance	6%																X
*Evaluation of improv plans	6%												X				
*Use of informal observations	6%			X													
*Extracurricular activities	13%								X								X
*Use of mechanical devices	19%			X		X						X					
*May duplicate filed information	38%	X			X	X			X		X				X		

*See appendix for details

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topic are included in that county's contract. The percentage of the sixteen counties having statements concerning a specified topic was calculated and recorded.

In many instances there was no consistency in how a topic was handled from county to county. Since the variations in how these topics were dealt with were numerous, the details were written in list form by county. An asterisk by a given topic in Table 4 indicates that further details on how the issue was handled are specified in Appendix F.

It must be noted that although some counties did not include statements directly related to a particular topic, this does not necessarily indicate that these counties do not address that issue. It only denotes that a specific statement regarding the issue was not included in the contract section to which access was available for purposes of this report. In many cases it was apparent that although not directly stated, the topic was assumed to be understood. As an illustration, although County J did not state that evaluations are based on observations, they did refer to observation in other statements such as that observations must be done openly. In other instances, it is possible that issues were dealt with in documents other than the contract section reviewed. Another intervening factor was the lack of consistency in wording from county to county. For example, some counties used the term 'evaluation' in a manner which seemed to be synonymous with 'observation,' whereas other counties clearly differentiated the two terms.

A total of forty-five topics emerged from our analysis of the policies and procedures from the sixteen sample districts. Policies and procedures

vary considerably from district to district, as can be seen from this analysis. For example, it can be seen in topic 2 that eleven of sixteen counties specify "who does the evaluation" and in topic 18 it can be seen that only two counties specifically mention "extracurricular activities" as part of their evaluation.

According to this analysis, the general policies and procedure used by 75 to 81 percent of the school districts to evaluate teachers are the following: 1) first the teacher is given a copy of the criteria that will be used for the evaluation process; 2) all of the observations to be used for evaluation purposes are conducted openly with the teacher's knowledge; 3) the observation or observations precede evaluation; 4) after observation there is a conference to discuss the observation and the teacher signs a form certifying the discussion, and 5) finally, the teacher receives a copy of the evaluation for his/her files.

Nevertheless, the wide variation among counties as to policies suggests the need for a minimum set of state-wide policies to which districts can add in order to cope with local conditions.

APPENDICES

SECTION 1 - Appendix A
- Domain Documents (6)

SECTION 2 - Appendix B
- Formative Instruments (5)
- Summative Instrument (1)
- List of Videotapes for Reliability Study

SECTION 3 - Appendix C
- Participant's Manual of the Florida Performance Measurement System
- Manual for Coding Teacher Performance on the Florida Summative Observation Instrument
- List of Training Team Leaders
- List of Participants at Training Workshops in Orlando, Tampa, Jacksonville, Palm Beach and Tallahassee
- List of Videotapes for the Training Program
- Mailing Lists of Materials Sent by the Panhandle Area Educational Cooperative and by the D.O.E.

SECTION 4 - Appendix D
- Prototype Learning Package titled Specifying Student Behavior #14
- List of Teacher Learning Packages for the Florida Teacher Performance Measurement System

SECTION 5 -

SECTION 6 - Appendix E
- Matrix of the Florida Competencies and the Indicators of the Research Domains

SECTION 7 - Appendix F
- Classification of Specific Items from Evaluation Forms
- Details of Evaluation Policies and Practices

APPENDIX A

See the bound domain documents titled
"Domains of the Florida Performance Measurement System"

APPENDIX B

FORMATIVE INSTRUMENT

Instructional Planning

Coalition for the Development of a
Performance Evaluation System
Office of Teacher Education,
Certification and Inservice Staff Development
Tallahassee, Florida

IDENTIFICATION AND FORMAT INFORMATION
Teacher's Name _____
Date _____ Department/Team _____
School _____ Length of Instructional Period _____
Interviewer's Name _____

*DIRECTIONS FOR ADMINISTERING THIS INSTRUMENT

This instrument is designed to record indicators of effective teacher performance in the domain of instructional planning. The questions included in the interview are formulated to gather information concerning these major components of planning: content coverage, materials utilization, activity structuring, goal focusing, and diagnosis and evaluation of learning.

Directions for completing this instrument are:

Step 1. Give the teacher a copy of the Planning Data Form and the Planning Questionnaire. Explain the procedure for completing the Data Form and clarify the questions on the Questionnaire. Set a date for the planning interview.

2. Collect the completed Data Form prior to the interview and attach it to the Formative Instrument. Use the information from this form to complete the appropriate sections of the Formative Instrument. See questions 1, 7, 8, 11, and 13.

3. Interview the teacher, using the questions. Some questions will have been partially answered by the analysis of the information provided on the Planning Data Form, so that it is only necessary to address them if there is need for further information or clarification. Others may require probing to obtain adequate information to determine which indicators should be checked.

4. Place a check on the line preceding each indicator for which evidence is present. Space has been provided for recording responses to questions where the responses will be narrative.

5. Write a summary statement of the teacher's planning, indicating areas of strength and areas in which the teacher may need to prepare more thoroughly.

Alternative Procedures:

A. The teacher may complete the Planning Data Form and prepare written responses to the Planning Questionnaire, submitting both to the interviewer. The interviewer should then analyze both documents and complete the Formative Instrument. The interviewer should consult the teacher for clarification on any questions or indicators for which additional information is needed.

B. The teacher may complete the Planning Data Form and tape record responses to the Planning Questionnaire, submitting both to the interviewer. The interviewer should then analyze the Data Form and the tape recording and complete the Formative Instrument. The interviewer should consult the teacher for clarification on any questions or indicators for which additional information is needed.

*These directions pertain to the use of the Formative Instrument as a diagnostic instrument for gathering data that will help the Support Team determine where specific problems with planning exist; it is not a summative screening/evaluation instrument.

FORMATIVE PLANNING INSTRUMENT

Focus: A specific item of content and associated expected learner outcomes should be identified. The teacher's responses, those made during the interview and on the Planning Data Form, should be considered in checking the indicators found on the right.

Competency: 9
Domain Indicator: 1.1.1, 1.4.1

Question #1

What do you plan to teach in this period of instruction?

Question #2

What should the students know or be able to do as a result of instruction over this content?

INDICATORS

___ related content is consistent with adopted curriculum materials and state and district goals

___ expected learner outcome is identified

Focus: Responses to question #3 should reveal the rationale used by the teacher in selecting and evaluating the appropriateness of content to be taught.

Competency: 8, 9
Domain Indicator: 1.1.3, 1.5.2

Question #3
What factors were considered in selecting content for this lesson?

*If learner state is included in the response to this question, proceed to question #4; if it is not included, proceed to question #5.

INDICATORS

____learner state*

____relation of content to other content in sequence or hierarchy of tasks

____curriculum guides or text materials

____timeliness

____content coverage of standardized test(s)

____other (specify)_____

_____

Focus: The interviewer is seeking information to indicate that the teacher has specifically considered learner entry state in deciding on the content to be taught, making use of appropriate diagnostic methods and available information.

Competency: 7
Domain Indicator: 1.5.1

Question #4
How did you determine that students were ready for this lesson?

INDICATORS

___pre-test was given and results analyzed

___analysis of previous work (assignments, practice, homework)

___observation: learner performance, attitude, interest

___on-going evaluation of learner capability: general ability, exceptionalities, etc.

Focus: Teacher decisions about pacing of content should be described in the responses to this question. The teacher may indicate that he/she considered one or a combination of factors in deciding how much content would be covered in this period of instruction.

Competency: 9
Domain Indicator: 1.1.5, 1.5.2

Question #5

How did you decide how much of this content would be taught in this period of instruction?

____learner state

____long- or short-term time constraints (amount of time available or a date or deadline)

____organization of curriculum materials (for example: "They have to have the post-test over these sounds before they start learning the next ones, so I am giving the test on Friday. That way we can start a new skill on Monday.")

____principle of learning (for example: "I don't want them to go on to the next part until I've had a chance to give them some feedback on what they've done, so I'm going to stop here and evaluate their work to this point before I give them the next section.")

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Focus: The teacher's ability to specify the relationship between the content to be taught in this lesson and that taught in previous or future lessons indicates an awareness of correct content sequence and, in some instances, the application of principles of learning (i.e., remediation, extension, prerequisites, consolidation).

Competency: 9, 6/19
Domain Indicator: 1.1.4

Question #6
How is this content related to previous and/or future lessons?

INDICATORS

____remediation

____extension

____practice

____prerequisite

____consolidation (review)

____enrichment

____non-related (content that is selected on the basis of timeliness such as that connected with an unexpected event may not be related to previous or future content but still may be appropriate)

____other (including not related/not appropriate)

_____

_____

Focus: The teacher's responses to questions about Analysis of Content on the Planning Data Form (Section I) should indicate whether the analysis of content that is made during planning supports effective treatment of concepts, principles, rules, and skills during instruction.

Competency: 9
Domain Indicator: 1.1.2

Question #7

What elements of content will be emphasized in the lesson?

(Any further questions you have about the teacher's analysis of content as it was reported on the Planning Data Form should be addressed at this point in the interview.)

INDICATORS

____concept analysis includes:

____formulation of definition

____identification of examples/ non-examples

____determination of related concepts

____principle/rule statement contains linking word(s)

____application of principle/rule is planned

____correct sequence of steps for skill teaching is identified

Focus: The teacher's response to this question will enable the interviewer to determine: (1) the extent to which the teacher has selected, reviewed, and evaluated available instructional materials; and (2) the degree to which the materials have been matched with student needs, content to be taught, and instructional activities.

Competency: 10, 15
Domain Indicator: 1.2.1, 1.2.2, 1.2.3, 1.4.2

Question #8
What materials are to be used for instruction and why were these selected?*

*A list of materials should be found on the Planning Data Form which the teacher has completed prior to the interview.

INDICATORS

The teacher has considered the following criteria in selecting materials:

____approved for use in the school

____previewed by teacher

____judged to meet instructional objective

____selected/adapted for regular/ exceptional students in this classroom

____chosen to provide a variety of stimuli

____chosen to provide alternative for teaching and reteaching

____other (specify)_____

_____

Focus: The answer to this question should allow the teacher to demonstrate awareness of the need for collecting/preparing, arranging, and checking materials so that all is in readiness for instruction.

Competency: 15
Domain Indicator: 1.2.4

Question #9

What preparation of materials is required prior to the beginning of the lesson?

INDICATORS

The teacher has:

____located textbooks, reference materials

____assembled realia, films, tapes, games, flash cards, charts, etc.

____arranged for any A-V materials to be available at the time needed

____checked any equipment for operational defects

____produced/obtained an adequate supply of any materials to be used

Focus: The teacher's answer provides evidence that consideration has/has not been given to organization of teacher and student materials to insure optimum time-on-task and to lessen the chances for student disruptive behavior.

Competency: 10, 15
Domain Indicator: 1.2.4

Question #10
What plans have you made for managing materials during instruction?

INDICATORS

The teacher can describe:

____ his/her system for distribution and collection of materials

____ routines for use of materials for independent activities (labs, checking stations, learning centers, etc.)

____ order and placement of materials to be used by the teacher during instruction

Focus: The teacher's response to this question should help the interviewer determine if the allocation and utilization of instructional time for academic tasks has been considered, and if provision has been made for lesson development, practice, and review through these activities.

Competency: 11
Domain Indicator: 1.3.1, 1.3.3, 1.3.4, 1.3.5, 1.4.2

Question #11
What activities will be included in this lesson and for what purpose?*

*A list of activities, numbered by sequence, should be provided on the Planning Data Form. This information should be used to help determine which of the indicators for questions #11 and #13 are evident in the teacher's planning prior to the interview.

INDICATORS

____student and teacher activities that comprise this lesson have been identified prior to instruction

____number of activities is reasonable/ feasible for time allocated

____activities have an academic focus

____lesson development activities focus on treatment of subject matter

____practice activities are appropriate for content and expected learner outcome

____review activities are planned (beginning of lesson, topic summary, or end of lesson review)

Focus: The teacher's response to question #11 should provide evidence that activities have been organized to include such things as ways of involving students with content, checking comprehension during instruction, and the management of assignments.

Competency: 11, 13
Domain Indicator: 1.3.3

Question #12
How will you conduct each of these activities?

INDICATORS

____activities provide for active student involvement with selected content (responding to questions, discussion, choral/independent practice, seatwork, homework)

____activities provide for checking comprehension during lesson development

____independent practice is to be supervised and assisted

____provisions have been made for giving feedback to students during or after practice

Focus: The teacher's answer to this question should enable the interviewer to determine if the pattern of activities for the lesson supports an effective flow of content and has potential for keeping students engaged throughout the instructional period.

Competency: 11
Domain Indicator: 1.3.2, 1.3.4

Question #13

What is the sequence of activities to be used in this lesson?*

*The Planning Data Form should provide a list of activities numbered in order of intended use.

INDICATORS

____sequence of activities permits instruction to move from one phase to another in a logical manner (for example: lesson development-review-practice; review-lesson development-practice)

____sequence of activities maintains an academic focus throughout the lesson

Focus: The teacher's response to this question should indicate whether the teacher has/has not selected a suitable format for each instructional activity and made provisions essential to the management of instruction for multiple groups where needed.

Competency: 15, 17
Domain Indicator: 1.3.6

Question #14

How will the class be organized for instructional activities?

INDICATORS

____class organization fits selected activity

____organization provides opportunity for academic engagement of all students throughout the instructional period

Focus: The answer to this question will indicate whether or not the teacher has identified criteria for acceptable performance and some way(s) of formal or informal assessment of student's attainment of the desired level of performance.

Competency: 14
Domain Indicator: 1.5.3

Question #15

How will you determine that the intended learning has taken place?

____test

____culminating activity (product/performance)

____demonstration

____application or extension of knowledge or skill

2.0 MANAGEMENT OF STUDENT CONDUCT

Florida Performance Measurement System
Coalition for the Development of a Performance Evaluation System
Office of Teacher Education, Certification and Inservice Staff Development
Tallahassee, Florida

IDENTIFICATION AND FORMAT INFORMATION

Teacher's Name _____ Date _____

School _____ Department/Team _____

Observer's Name _____ Observation Number _____

Starting Time _____ Length of Observation _____

Brief Statement of Lesson Purpose or Content _____

This instrument is designed to record indicators of effective and ineffective teacher behavior in the domain of Management of Student Conduct. The instrument is divided into five categories: Rule Explication and Monitoring; Withitness: Desist, Quality, Overlapping; Group Alert; Movement Smoothness/Slowdown; and Praise.

Directions:

1. Place a mark in the appropriate box when a relevant behavior is observed. (Effective items are on the left of the instrument and ineffective items are on the right).

2. Mark an item each time it is observed. One behavior may relate to more than one item. When this occurs, mark each item that applies. For example, a teacher may reprimand a student for an infraction of a known rule (2.1) by giving a firm order to stop the deviancy (2.2).

3. Sum frequencies by indicators and record subtotals. Sum subtotals for each category and record an effective and ineffective total for the categories in the appropriate spaces provided below.

DATA SUMMARY

CATEGORY		EFFECTIVE	INEFFECTIVE
2.1	Rule Explication and Monitoring		
2.2-2.4	Withitness: Desist, Quality, Overlapping		
2.5	Group Alert		
2.6-2.7	Movement Smoothness/Slowdown		
2.8	Praise		
	TOTAL 115		

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DOMAIN 2.0

CATEGORY	EFFECTIVE INDICATORS	FREQUENCY	FREQUENCY	INEFFECTIVE INDICATORS
2.[illegible] RULE EXPLICATION AND MONITORING	Specifies a rule			Does not specify when rule needed
	Clarifies a rule			Does not clarify rule
	Practices rule			
	Reprimands rule infraction			Does not correct rule infraction
2.[illegible] WITHITNESS: DESIST, QUALITY, OVERLAPPING	Stops deviant behavior			Does not stop deviancy/deviancy spreads
	Corrects worse deviancy			Corrects lesser deviancy
	Desists student causing disruption			Desists onlooker or wrong student
	Suggests alternative behavior			Uses rough, angry, punitive desists
				Uses approval-focused desist
	Attends task and deviancy simultaneously			Ignores deviancy, continues task/ ignores task, engrosses in deviancy
	Attends to two instructional tasks simultaneously			Ignores other students needing help/drops task, engrosses in intrusion
[illegible] GROUP ALERT	Poses question-selects reciter			Selects reciter - poses question
	Alerts class/calls on one reciter			Alerts group - unison response
	Alerts non-performers			Ignores nonperformers
2.[illegible] MOVEMENT SMOOTHNESS/ SLOWDOWN	Ignores irrelevancies/ continues on task			Reacts to or interjects irrelevancies/flip-flops/dangles
	Gives short, clear non-academic directions			Overdwells or fragments non-academic directions
	Moves whole/subgroup			Fragments group movement
2.8 PRAISE	Praises specific conduct			Uses general conduct praise
	Praises non-deviant, on-task behavior			
	Gives low-key, quiet praise			Uses loud praise
	Uses contingency praise			
	Uses authentic, varied, warm praise			
	Controls class reaction to misconduct			Allows class to reinforce misconduct

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FORMATIVE CLASSROOM OBSERVATION INSTRUMENT

3.0 INSTRUCTIONAL ORGANIZATION AND DEVELOPMENT

Florida Performance Measurement System
Coalition for the Development of a Performance Evaluation System
Office of Teacher Education, Certification and Inservice Staff Development
Tallahassee, Florida

IDENTIFICATION AND FORMAT INFORMATION

Teacher's Name _____ Date _____

School _____ Department/Team _____

Observer's Name _____ Observation Number _____

Starting Time _____ Length of Observation _____

Brief Statement of Lesson Purpose or Content _____

This instrument is designed to record effective and ineffective indicators of teacher behavior in the domain of Instructional Organization and Development. The instrument is divided into five categories: Use of Time. Review/Summary; Lesson Development; Teacher Treatment of Student Talk/Feedback; Homework/ Seatwork.

Directions:

1. Place a mark in the appropriate box when a relevant behavior is observed. (Effective items are on the left of the instrument and ineffective items are on the right).
2. Mark an item each time it is observed.
3. Sum frequencies by indicators and record subtotals. Sum subtotals for each category and record an effective and ineffective total for the categories in the appropriate spaces provided below.

Data Summary

	CATEGORY	EFFECTIVE	INEFFECTIVE
3.1	Use of Time		
3.2	Review/Summary		
3.3	Lesson Development		
3.4-3.5	Teacher Treatment of Student Talk/Feedback		
3.6	Homework/Seatwork		
	TOTAL		

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DOMAIN 3.0

CATEGORY	EFFECTIVE INDICATOR	FREQUENCY	FREQUENCY	INEFFECTIVE INDICATOR
3.1 USE OF TIME	Begins classwork promptly			Delays starting the lesson
	Provides activities and attends students			Delays new topic or activity /students wait for instruction or teacher assistance
	Has materials in order, minimal time spent passing out papers, etc.			Searches for or does not have handouts, materials, equipment in order — disorganized
3.2 REVIEW/ SUMMARY	Conducts lesson-initiating review			
	Conducts topic summary within the lesson			
	Conducts review at the end of the lesson			
3.3 LESSON DEVELOPMENT	Orients students to class-work/specifies purposes and activities			
	Indicates change of topic/ activity			
	Talks on subject matter			Talks or questions off-subject
	Questions student comprehension — low order			Extends talk or changes topic without comprehension check
	Questions student comprehension — high order			
	Provides independent/ choral/unison practice			
	Pauses before soliciting answers to complex questions			Solicits immediate response to complex questions
3.4-3.5 TEACHER TREATMENT OF STUDENT TALK/ FEEDBACK	Gives corrective feedback for incorrect response			Ignores response/gives harsh feedback for incorrect response
	Gives specific praise for correct response			Uses general/non-specific praise
	Probes, amplifies, restates student response			Accepts inarticulate, incongruent or incorrect answer
	Asks for peer response			Engages only select students in dialogue
3.6 HOMEWORK/ SEATWORK	Gives homework/seatwork directions/due date			Assigns homework/seatwork without directions/due date
	Checks comprehension of directions			Directs students to start without checking comprehension
	Circulates and assists students			Remains at desk — inadequate circulation/assistance
	Checks errors or gives feedback on homework/ seatwork			Does not give feedback on homework/seatwork

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FORMATIVE CLASSROOM OBSERVATION INSTRUMENT

4.0 PRESENTATION OF SUBJECT MATTER

Florida Performance Measurement System
Coalition for the Development of a Performance Evaluation System
Office of Teacher Education, Certification and Inservice Staff Development
Tallahassee, Florida

IDENTIFICATION AND FORMAT INFORMATION

Teacher's Name _____ Date _____

School _____ Department/Team _____

Observer's Name _____ Observation Number _____

Starting Time _____ Length of Observation _____

Brief Statement of Lesson Purpose or Content _____

_____

_____

This instrument is designed to record indicators of teacher behavior in the domain of Presentation of Subject Matter. It is divided into four categories: Presentation of conceptual knowledge (CONCEPTS); Presentation of explanatory knowledge (LAWS/PRINCIPLES); Presentation of academic rules (ACADEMIC RULES); and presentation of value knowledge (VALUES).

Data are collected through direct observation of a planned lesson. The data collection procedure is topic and concept specific — see the following directions.

Directions:

1. Conference with the teacher prior to observation to determine the topics that are planned. Write the names of the topics in the spaces provided at the top of the observation instrument.
2. Observe the teacher instructing a planned lesson. Record observation data as follows:
   a. Determine the topic, then the corresponding concept and indicator and record the observation in the targeted cell. For example, if the first topic of the lesson is electrical resistance and the teacher tests a piece of wood and the students see that electric current does not pass through the wood, place a mark in column one, cell three of concepts.
   b. If the teacher treats subject matter not in the *planned* lesson, write in the additional topic(s) in the space provided at the top of the instrument, and record the treatment of those topics as well as the planned topics.
   c. Code behaviors each time they occur. For example, if the teacher tested wood, plastic and rubber to determine their resistance, code three times in column one, cell three of concepts.
   d. One behavior may be coded in more than one cell. If a behavior applies to more than one concept and indicator, record it in all relevant cells — this occurs infrequently.
   e. When a teacher treats more than one topic during a lesson (this occurs frequently) an example of one concept may be a non example of another concept. When this occurs, code under the topic you judge the teacher is explicating at that point in time.

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Once the observation is completed, analyze the data for quality (i.e., completeness) of treatment.

Guidelines for determining quality of treatment include:

1. CONCEPTS: Stating only a definition or an example is incomplete (0). Stating both a definition and example(s) is adequate (1). Citing attributes, non examples and/or distinguishing from related concepts together with defining and giving examples of the concept is high-order treatment (2).
2. LAWS/PRINCIPLES: Statement of cause and effect without a linking word is incomplete (0). Use of a linking word between the cause and effect statement is adequate (1). Statement of cause and effect with a linking word plus application is high-order treatment (2).
3. ACADEMIC RULES: Simple statement of the rule is incomplete (0). Description of situations when rules are applicable and application of the rule is high-order treatment (2).
4. VALUES: Making a value judgment without criteria or evidence is incomplete (0). Making a value judgment with evidence is adequate (1). Making a value judgment with criteria and by assembling facts about a value object called for by criteria is high-order treatment (2).

Using the data analysis procedure in #3 above, compute a mean ($\bar{x}$) quality score of the topics taught within each concept (4.1-4.4) and record it in the table provided below. Then compute a summed mean score ($\Sigma\bar{x}$) of the observed lesson. The summed mean score is a measure of quality of the lesson presented.

Concepts	Inadequate .0-.5	Adequate .6-1.5	High Order 1.6-2.0
4.1			
4.2			
4.3			
4.4			

Quality Score ($\Sigma\bar{x}$ 4.1-4.4) _____

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4.0 PRESENTATION OF SUBJECT MATTER

	TOPICS	1.	2.	3.	4.	5.	6.	7.	8.
4.1 CONCEPTS	States definition								
	Gives example(s)								
	Tests examples; gives non examples or attributes; distinguishes from related concepts.								
4.2 LAWS/PRINCIPLES	Discusses causes								
	Discusses effects								
	Uses linking word								
	Applies law or principle								
4.3 ACADEMIC RULES	Describes the situation								
	Applies rule								
4.4 VALUES	States a value question								
	Develops judgmental criteria								
	Assembles facts								
	Makes a value judgment								

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FORMATIVE CLASSROOM OBSERVATION INSTRUMENT

5.0 COMMUNICATION: VERBAL AND NONVERBAL

Florida Performance Measurement System
Coalition for the Development of a Performance Evaluation System
Office of Teacher Education, Certification and Inservice Staff Development
Tallahassee, Florida

IDENTIFICATION AND FORMAT INFORMATION

Teacher's Name _____ Date _____

School _____ Department/Team _____

Observer's Name _____ Observation Number _____

Starting Time _____ Length of Observation _____

Brief Statement of Lesson Purpose or Content _____

_____

_____

This instrument is designed to record effective and ineffective indicators of teacher behavior in the domain of Communication: Verbal and Nonverbal. The instrument is divided into four categories: Control of Discourse; Emphasis; Task Attraction and Challenge/Teacher Speech; and Body Language.

Directions:

1. Place a mark in the appropriate box when a relevant behavior is observed. (Effective items are on the left of the instrument and ineffective items are on the right).
2. Mark an item each time it is observed.
3. Sum frequencies by indicators and record subtotals. Sum subtotals for each category and record an effective and ineffective total for the categories in the appropriate spaces provided below.

DATA SUMMARY

CATEGORY	EFFECTIVE	INEFFECTIVE
.1 Control of Discourse		
.2 Emphasis		
.3/ .4 Task Attraction and Challenge/Teachers Speech		
.5 Body Language		
TOTAL		

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5.0 Communication: Verbal and NonVerbal

	EFFECTIVE INDICATORS	FREQUENCY	FREQUENCY	INEFFECTIVE INDICATORS
5.1 CONTROL OF DISCOURSE				Uses scrambled discourse
				Uses vagueness words
	States single questions			States long/multiple questions
5.2 EMPHASIS	States an emphatic expression			
	Uses an emphatic technique			
	Repeats important points			
5.3 MOTIVATION AND CHALLENGE/ TEACHER SPEECH	Expresses verbal enthusiasm			Uses loud, piercing, grating speech
	States a task oriented challenge			Does not vary tone, intensity, volume or pace
				Speaks too softly — inaudible
5.4 BODY LANGUAGE	Smiles, eye contact — body behavior that shows interest, excitement			Deadpan expression/lethargic posture or movement

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SUMMATIVE OBSERVATION INSTRUMENT

Florida Performance Measurement System
Coalition for the Development of a Performance Evaluation System
Office of Teacher Education, Certification and Inservice Staff Development
Tallahassee, Florida

OBSERVATION INFORMATION

Teacher's Name _____ Observer's Name _____

Date _____ Observation Number _____

School _____ Dept./Team _____

Starting Time _____ Length of Observation _____

The summative instrument is designed to record effective and ineffective observable indicators of teacher behavior in four of six research-based domains of effective teaching identified by the Florida Coalition. The indicators included in this instrument are representative of Domains 2.0 Management of Student Conduct, 3.0 Instructional Organization and Development, 4.0 Presentation of Subject Matter, and 5.0 Communication: Verbal and Nonverbal.

DIRECTIONS:

1. Place a mark in the appropriate box when a relevant behavior is observed. Effective items are on the left of the instrument and ineffective items are on the right.
2. Mark items each time they are observed.
3. Sum frequencies by indicators for each domain and record an effective and ineffective total in the Observation Summary.

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INSTRUCTION FORMAT

		Planned	Observed	Recommended Changes
Lesson Type:	Introductory			
	Review			
	Developmental			
	Practice			
	Other			
Grouping(s):	Total Group			
	Subgroups			
	Individual			
	Other			
Method(s):	Lecture			
	Discussion			
	Recitation			
	Interaction			
	Independent			
	Disparate			
	Other			

OBSERVATION SUMMARY

Domain	Effective	Ineffective
2.0 Management of Student Conduct		
3.0 Instructional Organization and Development		
4.0 Presentation of Subject Matter		
5.0 Communication: Verbal and Nonverbal		

SUMMATIVE OBSERVATION INSTRUMENT

DOMAIN	EFFECTIVE INDICATORS		FREQUENCY	FREQUENCY	INEFFECTIVE INDICATORS
3.0 INSTRUCTIONAL ORGANIZATION AND DEVELOPMENT	1. Begins instruction promptly				Delays
	2. Handles materials in an orderly manner				Does not organize or handle materials systematically
	3. Orients students to classwork/maintains academic focus				Allows talk/activity unrelated to subject
	4. Conducts beginning /ending review				
	5. Questions: academic comprehension/ lesson development	asks single factual (Dom. 1.0)			Poses multiple questions asked as one, unison response
		requires analysis/reasons			Poses non-academic questions/non-academic procedural questions
	6. Recognizes response/amplifies/gives corrective feedback				Ignores student or response/expresses sarcasm, disgust, harshness
	7. Gives specific academic praise				Uses general, non-specific praise
	8. Provides for practice				Extends discourse, changes topic with no practice
	9. Gives directions/assigns/checks comprehension of homework, seatwork assignment/gives feedback				Gives inadequate directions/no homework/no feedback
	10. Circulates and assists students				Remains at desk/circulates inadequately
4.0 PRESENTATION OF SUBJECT MATTER	11. Treats concept — definition/attributes/examples/non-examples				Gives definition or examples only
	12. Discusses cause-effect/uses linking words/applies law or principle				Discusses either cause or effect only/uses no linking word(s)
	13. States and applies academic rule				Does not state or does not apply academic rule
	14. Develops criteria and evidence for value judgment				States value judgment with no criteria or evidence
5.0 COMMUNICATION: VERBAL AND NONVERBAL	15. Emphasizes important points				
	16. Expresses enthusiasm verbally/challenges students				
	17.				Uses vague/scrambled discourse
	18				Uses loud-grating, high pitched, monotone, inaudible talk
	19. Uses body behavior that shows interest — smiles, gestures				Frowns, deadpan or lethargic
2.0 MGT. OF STD. CONDUCT	20. Stops misconduct				Delays desist/doesn't stop misconduct/desists punitively
	21. Maintains instructional momentum				Loses momentum — fragments non-academic directions, overdwells

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Videotapes for Reliability Study

Duck, Wilma	Elementary Activity
Duck, Wilma	Weaving
Jones, E. J.	Florida Indians
Jones, E. J.	Math Banking
Everett, Beverly	Prime Numbers
Everett, Beverly	Algebra
Brinson, Gail	Cell Terms
Brinson, Gail	Cells
Martin, Brad	Self Concept
Wilson, Deborah	Punctuation
Hunt, Larry	Ions and Electrons
Buckman, Dan	Metric System
Buckman, Dan	Cell Growth and Reproduction
Hunt, Larry	Anatomy
Martin, Brad	Parts of Speech
Wilson, Deborah	Math
Davis, Jack	Conductors
Davis, Jack	Air Pressure

APPENDIX C

See the bound copy titled

"Participant's Manual of the Florida Performance Measurement System"

Coalition for the Development of
a Performance Evaluation System
Office of Teacher Education, Certification,
and Inservice Staff Development
Tallahassee, Florida

MANUAL FOR CODING TEACHER PERFORMANCE ON THE FLORIDA SUMMATIVE OBSERVATION INSTRUMENT

Review Draft

October 7, 1982

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Manual for Coding Teacher Performance on the

Florida Summative Observation Instrument

As trainers have used the Summative Observation Instrument questions have arisen about how to match teacher performance with indicators on the instrument. This manual points out the salient features of each indicator, and where called for, gives examples of teacher performance that satisfy the indicators.

This manual is not intended as a substitute for the Domains. Anyone who is to use the Summative Instrument should first of all become thoroughly knowlegeable with respect to all Domains; the research reported in them no less than with the Indicators and their examples. This manual is simply an aid in coding teacher performance. From time to time an observer will find it necessary to refer to the Domains for a fuller understanding of the Indicators.

To be able to observe teacher performance requires extensive training as well as knowledge of the indicators and their supporting research. The ability to observe objectively does not come easily in any science or profession. To observe objectively is doubly difficult in the classroom, the density and rapidity of events are almost too much for the eyes, ears, and mind to take in and also because each observer must eliminate or control his/her biases accumulated often unwittingly or uncritically from pedagogical experiences and ideologies. It is crucial to objective observation that the observer remember that s/he is to record what is happening in the classroom; that s/he is just collecting data, and not trying to judge whether the teacher's performance is good or bad; effective or ineffective.

The numbered items in this manual correspond to the numbered items in the instrument. The sub-headings under each item of the manual provide suggestions for identifying and tallying teacher performance that matches the corresponding item (indicator) of the instrument.

1. Begins instruction promptly/ maintains instruction — Delays/interruptions

   a) Tally in the left column if the teacher does one or more of the following:

      --organizes and begins work promptly after the bell rings
      --works with the class as a whole and manages interaction so that time is used productively

   b) Tally in the right column if the teacher does one or more of the following:

      --does not routinize and handle with dispatch such tasks as role reports and lunch tickets
      --chats with students so that classwork is delayed
      --loses time while students go to their lockers for supplies
      --allows students to stand in line or sit with raised hands for extended periods while waiting for the teacher's attention
      --fails to plan for individuals who finish classwork early

2. Handles materials orderly — Does not organize materials

   a) Tally in the left column if the teacher

      --maintains business-like procedures for housekeeping activities such as passing out papers, use of audiovisual equipment, and supplementary materials

3. Orients students to classwork

   a) Tally in the left column if the teacher does any of the following:

      --explains to the class what they are going to do
      --states purpose or lists objectives about what students are expected to learn or accomplish
      --provides advance organizers
      --gives and explains an outline containing objectives, study questions, etc.

4. Conducts beginning/ending review

a) Tally in the left column if the teacher does any of the following:

--involves the class conjointly in recalling the content or main points of the current lesson or previous lesson(s)
--rehearses a current or previous lesson(s) without overt student involvement

b) Do not tally at all if the teacher does any of the following:

--merely refers to the current or previous lesson(s), e.g. "Yesterday we studied simple sentences. Today we will study compound sentences."
--summarizes topic just discussed by way of moving to another part of the lesson; e.g., "We now see how georgraphy--remoteness of Germany from the seat of church control--influenced the Protestant Revolt. Now, we'll look at the economic conditions that influenced the revolt."

5. Maintains academic focus Carries on talk on activities unrelated to subject

a) Tally in left column if the teacher

--maintains academic interaction by initiating and sustaining interchanges related to lesson content

b) Tally in right column if the teacher does any of the following:

--accepts nonacademic questions or requests from students

--allows class to spend time on matters unrelated to lesson content

6. Modulates speech

a) Tally in left column if the teacher's

--speech exhibits inflections and varied intonations, changes in delivery from loud to soft, rapid to slow, quiet to excited, etc.

b) Tally in right column if the teacher's voice shows any of the following properties:

--loud enough to be overpowering or soft enough to be almost inaudible

--little or no variation--monotonous

--highpitched, shrill, grating, piercing, etc.

7. Utilizes verbal-nonverbal behavior/show interest/enthusiasm — Sarcasm/frowns/hum-drum/glares/shows disgust

a) Tally in left column if the teacher does one or more of the following:

--uses facial expressions to show zest or positive (or neutral) feelings about the subject matter or classwork

--has eye contact with students to exercise class control, to show excitement, interest, warmth, etc.

--varies bodily expressions--gestures, etc.

b) Tally in right column if the teacher does one or more of the following:

--frowns or otherwise shows distaste by critical comments or by indifference

--avoids eye contact

--speaks angrily (Do not confuse with Indicator 14. If

corrective academic feedback is given in an angry or harsh tone, code both 14 and 7.

8. Treats concepts--def/ex/don/ex. | Gives definitions or examples only

a) Tally in the left column if the teacher does any of the following:

--gives or engages students in giving a concept definition, in stating attributes by which to identify examples and nonexamples of the concept, and, in giving examples and nonexamples.

--distinguishes or engages students in distinguishing among a family of concepts, members of which may be confused with one another, (example: tax, fee, toll, and tariff) by identifying their distinctive attributes and using examples of one as nonexamples of the others.

b) Tally in the right column if the teacher does any of the following:

--states a definition and gives neither attributes nor examples or accepts the same treatment of a concept by students.

--gives one or more examples of a concept and states neither a definition nor the attributes or accepts the same treatment of a concept by students.

c) Note

--In cases where a concept can be clarified sufficiently for the immediate purpose by one or two examples, the more extensive treatment can be ignored and the performance coded in the left column. Example: Student asks, "What is irony?" The teacher responds by giving one or two examples: "If I say of a lazy, harmless dog that he is a bad dog, I am using irony."

9. Treats scientific explanations

a) Tally in left column if the teacher does any of the following:

--Describes or engages students in describing/analyzing both cause and effect and relates the two by linking words such as "it follows," "therefore," "then," "produces," and "leads to."

--applies the cause-effect proposition (law or law-like statement) to a new problem, or engages students in this activity.

b) Tally in right column if the teacher

--gives or accepts a telelogical explanation. Example: Nations go to war to protect their national interests.

--gives or accepts an anthropomorphic explanation. Example: Plants turn toward the light because they need sunshine.

c) Note: Scientific explanations are made by using laws or law-like propositions. These propositions should not be mistaken for mathematical rules, grammatical rules, and the like.

10. Treats academic rules

a) Tally in left column if the teacher

--states the rule and describes the situation to which the rule applies.

b) Note

--If experience in applying the rule is provided, also tally under indicator 16, left column.

11. Treats value knowledge

a) Tally in left column if the teacher

--states the object to be valued and points out the value term, formulates criteria for using the value term and judging the value of the object, applies criteria to the object by identifying the ttributes of the object that satisfy the criteria, and makes a judgment.

b) Tally in right column if the teacher

--Makes a value judgment or permit students to make a value judgment about anything under consideration without formulating criteria and applying them to the value object.

12. Emphasizes important points

a) Tally in the left column if the teacher does one or more of the following:

--alerts students to parts of the lesson to which they should give special attention by repeating important points or by special signals such as "this is important," "listen carefully," "remember this," "get this," "learn this."

--alerts students to important points by such techniques as underscoring on the chalkboard and highlighting by drawings or poster cards.

13a. Asks single factual questions Asks multiple questions

a) Tally in the left column if the teacher

--asks questions that require the student to recognize or recall information such as facts, definitions, and names.

b) Note

--These questions typically ask who, what, when, or where. The student is not asked to give evidence to justify his/her answer.

c) Tally in the right column if the teacher does one or more of the following:

--asks questions in a series without giving anyone an opportunity to respond

--asks a question and rewords or rephrases it in an involved series of utterances

d) Note

--Both items under (c) are examples of question overlaod and are to be tallied on the right as "Multiple questions asked as one."

13b. Asks questions that require | Asks nonacademic questions

a) Tally in the left column if the teacher

--asks questions that require the student to explain, to compare and contrast, to justify evaluations, to give evidence to support hypotheses or claims, to formulate categories and their criteria, to systematize or synthesize information, or to define and solve problems.

b) Note

--These questions are usually, but certainly not always, "how" or "why" questions or questions about "what brought it about," "what produced it," "why is that," and the like.

c) Tally in the right column (uses nonacademic questions, etc.) if the teacher does one or more of the following:

--asks questions that call for personal opinion or that can be answered from personal experience

--asks nonacademic procedural questions such as "How do you fold your papers?" "Was anyone unable to exchange his/her library book?"

d) Notes

--These questions may sometimes serve useful or even necessary purposes, but they do not move the classwork along academically.

14. Recognized/amplifies/corrective feedback

a) Tally in the left column if the teacher does one or more of the following:

--rephrases a student's response

--expands a student's answer to add information

--corrects a student's mistake by asking simple questions, by providing cues to clarify the problem, by giving assistance with procedures for working out a correct solution, or by simply giving the correct answer.

b) Tally in the right column if the teacher

--expresses his/her response to incorrect answers in ways that exceed simple negative feedback such as "No" or "Wrong answer." Examples: "You are always wrong." "I am tired of repeating," "Why don't you listen," "You are not even close to the answer."

c) Note

--This indicator covers only academic matters, not conduct. Record harsh or punitive teacher behavior directed at a student's conduct under Indicator 20.

15. Gives specific academic praise | Uses general academic praise/ nonspecific

a) Tally in left column if the teacher

--gives praise for specific instances of academic progress; for example, the teacher says, "Janice, your answer is a perfect example of the way we can use geometric shapes in everyday designs. That's excellent;" or, "Your handwriting has really improved, Alverez."

b) Notes

--Do not confuse academic praise with feedback. Praise is a special case of feedback. Feedback may be verbal or nonverbal, positive or negative, simple or extended, specific or general, academic or nonacademic. The teacher behavior we wish to identify and tally for this Indicator (number 15) is feedback that evaluates and praises a student's academic progress. The identifying attributes of this act of praise are that it be academically focused and specific. It details the value of a learner's response or its implications; its target is academic progress not student conduct or appearance.

c) Tally in right column if the teacher

--gives praise without referring to a student's academic progress or without giving any indication of why the student's response is accepted or valued; for example, the teacher says, "good" "you are doing beautifully," or "that's a lucky guess" after a student's response. (Compare with examples in 15a.)

d) Notes

--Locutions such as "good," "ok," "all right" are often used habitually by teachers and thus tend to lose their potency. Even so, they are to be tallied.

--The use of "good" as general praise is acceptable in the kindergarten and primary grades, for students have not yet learned to discount it.

16. Provides for practice — Extends lecture/changes topic? no practice

a) Tally in left column if the teacher does any one or both of the following:

--gives an initial demonstration of a task, directs students to try doing what was demonstrated, and moves about the room to give help to students who are having difficulty with the task.

--provides repetitive activities in unison, as in choral practice

b) Tally in the right column if the teacher

--discourses from one topic to the next without asking questions or listening to student responses, or without providing practice.

17. Uses correct spelling/grammar/math/etc. — Makes academic errors-spelling, grammar, math, etc.

a) Tally in left column if the teacher does all of the following:

--uses standard English in spoken discourse

--spells correctly on the chalkboard or on other visual aids

--uses correct mathematical concepts and procedures

b) Tally in right column if the teacher does one or more of the following:

--uses slang or incorrect locutions instead of proper terminology

--makes mistakes in spoken or written expression

--makes errors in mathematical procedures such as those involved in calculation, in making graphs, etc.

18. Uses clear discourse leading to major points — Uses vague/scrambled discourse

a) Tally in the left column if the teacher

--uses discourse that moves smoothly, linking or combining parts of his/her presentation that are logically connected, as information is presented.

b) Tally in the right column if the teacher does nay of the following:

--uses rambling or disconnected discourse

--makes statements and then restates them over and over in an effort to be clear

--uses poor sequencing (coherence) by separating supporting information from relevant points in a presentation, or by disgressing so that ideas loosely associated with the subject cause the discourse to be disjointed, if not impossible to follow.

c) Notes

--Words that are indiscriminate or do not tell the extent or degree (limit) to which anything is bound are considered vague, e.g., "Some," "little," "much," "the rest." (See Domain 4 for other types of vague and ambiguous expressions)

19. Gives directions/assigns/checks homework or seatwork — Gives inadequate directions/no homework or seatwork/check feedback

a) Tally in left column if the teacher

--assigns either seatwork or homework and prepares the students to do the assignment by showing them how to do it, not just what to do. For example, if a lesson on adverbs is followed by seatwork for individual practice, the teacher demonstrates how to do the assignment by asking students to circle adverbs in one or more example sentences on the board before asking everyone to do sentences 1-10 on page 45 of the text.

--specifies a time for completing and assessing the work, particularly homework.

b) Note

--Directions should include clarification of specific expectations such as how the assignment is to be done, when it is to be finished and the form in which it is to be presented when complete.

c) Tally in right column if the teacher

--gives directions such as "turn to page 43 and do the exercises 1-10"

--checks comprehension of assignment by simply asking, "Does everyone understand?"

20. Circulates and assists students consistently — Remains at desk/no appropriate circulation or assistance

a) Tally in the left column if the teacher

--supervises students as they do seatwork, moving about the room and giving careful attention to those who need help.

b) Note

--Proper circulation requires that the teacher move about the room in order to be available when students need help and to determine that students are working on the assignment.

c) Tally in the right column if the teacher does any of the following:

--makes an assignment and leaves the students to work it out themselves, or tells them to see her/him if they need assistance.

--is engaged in unrelated activities such as grading papers, preparing for other lessons, etc.

21. Stops misconduct | Does not stop misconduct

a) Tally in the left column if the teacher

--stops misconduct by reprimand, or indirectly by suggesting an alternative behavior to the misbehaving student. For example, Mike is whispering to Joe and beginning to disturb others. Without mentioning the whispering, the teacher suggests to Mike that he get a library book to read while the others finish their English seatwork.

b) Tally in the right column if the teacher

--does not stop the disruption, allowing it to spread

--reprimands the wrong student(s) thereby indicating to others that s/he does not know what is going on

22. Maintains instructional momentum/controls conduct

a) Tally in left column if the teacher

--moves students from one station or activity to another with minimum loss of time

--attends to simultaneous activities without affecting momentum of classwork

b) Tally in the right column if the teacher

--reacts to stimuli unrelated to on-going classwork thereby distracting students, getting them off task or slowing down instructional momentum. Example: Teacher is telling the class how to do an exercise in arithmetic. Suddenly she says, "How many of you missed problem 9 in your last homework?" She looks about the room for hands and then returns to the arithmetic exercises.

--overdwells on misconduct by talking about it or inappropriately waiting until everyone is quiet thereby losing time and getting more students off task

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Jacksonville Workshop Participants

July 28-30, 1982

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765-2023
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July 28-30, 1982

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July 28-30, 1982

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USF
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College of Education
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Tallahassee, Fl. 32306

Videotapes for Training Program

Film Teacher	County	Film Lesson or Subject	Grade Level	Domain
Linda Greives	Hillsborough	Nouns	5	2
Betty Charette	Hillsborough	Geography	6	2
Will Veal	Leon	Social Studies	9	2
Toni Tyler	Lee	Long Division	4	3
Toni Tyler	Lee	Weather	4	3
Diane Stewart	Lee	Speech Writing	10	3
Diane Stewart	Lee	Group Dynamics	10	3
Marion Hallett	Pinellas	Consumer Education	4	4
Barbara Thornton	Pinellas	Cultural Norms	6	4
John Burton	Pinellas	Crime	12	4
David Haile	Pinellas	Chemistry	11	4
Kathy Stokes	Hillsborough	Verbs	3	4
Jack Davis	Hillsborough	Electricity	4	4
Jack Davis	Hillsborough	Air Pressure	4	4
Richard Misenti	Pinellas	Communication	9	5
Talmadge Coogler	Pinellas	Production	2	5
Cindy Crawford	Pinellas	Telling Time	3	Summative
Roy Nelson	Hillsborough	Chemistry	9	Summative
Gina VanLeuven	Pinellas	Reading	5	Summative
Toni Tyler	Lee	Negative Behavior	4	Summative

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PAEC Mailing List 9/10/82 - 11/9/82

Name Materials Sent To	Purchase Order #	Invoice #	Domains	Handbook	Manuals
Seminole County School Board [illegible] Mellonville Avenue [illegible]ford, FL 32771 ATTN: Dr. Charles G. Swaggerty	139091	33927	75	75	75
Florida Department of Education [illegible]ott Building [illegible]llahassee, FL 32301 ATTN: Doris Nabi	14520	33935	30	30	2
[illegible]ofessional Development Center [illegible]k Street DeFuniak Springs, FL 32433 ATTN: Hilda Carpenter	14567	33937	50	7	30
[illegible]orida Department of Correction [illegible]11 Winewood Boulevard Tallahassee, FL 32301 ATTN: Gloria Ward	13886	33938	26	26	26
[illegible]uth Broward High School 1901 N. Federal Highway [illegible]llywood, FL 33020 ATTN: Charlotte Spungin		33939	1	1	1
AACTE [illegible] Dupont Circle - Suite 610 [illegible]shington, D.C. 20036 ATTN: Vaun Crabtree		33940		6	
Hamilton County School Board [illegible]urthouse Avenue [illegible]sper, FL 32052 ATTN: Fred D. Greene, Superintendent	1630	33941	4	4	13
Florida Department of Education [illegible]4 Knott Building [illegible]llahassee, FL 32304 ATTN: Michael Armstrong		33942		25	

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Name Materials Sent To	Purchase Order #	Invoice #	Domains	Handbook	Manuals
[redacted]rida Southern College [redacted]eceiving Department [redacted]eland, FL 33802 [redacted]R: Education 1-1302-655	12193	33943	2	2	2
[redacted]rida Southern College [redacted]eceiving Department [redacted]eland, FL 33802 [redacted]R: Education 1-1302-655	12214	33944	3	3	
[redacted]ton Senior High [redacted]39 West Fifth Street Jacksonville, FL 32205 [redacted]N: B. J. Ford		33945	1	1	1
[redacted]rida International University [redacted]iami Campus Miami, FL 33199 [redacted]N: Central Receiving	201346	33946	2	2	2
[redacted]lorida Atlantic University [redacted]a Raton, FL 33432 ATTN: Dr. Wilma J. Pyle [redacted] College of Education		33947	1	1	1
Charlotte County School Board [redacted]16 Education Avenue [redacted]ta Gorda, FL 33950 [redacted]N: John R. Wiegman	42707	33948		20	
Education [redacted]40 Norman Hall [redacted]iversity of Florida Gainesville, FL 32611 [redacted]N: M. Fowler	223197	33949	50	25	
PCTA [redacted]Lake Padgett Square [redacted]nd O'Lakes, FL 33539 [redacted]N: LaVaunne O'Neal Office Manager		33950		1	
[redacted]					

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Name Materials Sent To	Purchase Order #	Invoice #	Domains	Handbook	Manuals
ginning Teacher Program 6650 Griffin Road vie, FL 33314 ATTN: Dr. James Sycamore, Rm 401 A	BTO6	33953	100	100	100
rasota Classified Teachers Association 5367 Webber Street rasota, FL 33582 ATTN: Jackie Babin		33959		1	
rida Catholic Conference 1 South Calhoun Tallahassee, FL 32302 ATTN: Mike McKarron		33964	1	1	1
lton County Education Association O. Box 161 DeFuniak Springs, FL 32433 ATTN: Tim Walden, President		33968		1	
lk County School Board xtbook Warehouse 05 Highway 60 East Bartow, FL 33830 ATTN: Carol Johnson, Staff Development	36434	33971	150	150	150
ginning Teacher Program nroe County School Board 242 White Street y West, FL 33040 ATTN: Nicholas A. Fischer	6687	33973		1	
lm Beach County School Board Regular Instruction Building 502 Room 211 23 Belvedere Road st Palm Beach, FL 33402	315180K	33976	2	2	2
acher Education Center 0-C Preston Court Fort Pierce, FL 33450 TTN: Jean Horton, Dir. TEC.	0522-0042	33977		25	76
adsden County School Board Experiment Station Road Quincy, FL 32351 TTN: Dr. Robert Smith	26355	33978	27		27

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Name Materials Sent To	Purchase Order #	Invoice #	Domains	Handbook	Manuals
[redacted]acher Education Center [redacted] County School Board [redacted] West Brevard Street [redacted]lahassee, FL 32301 [redacted]N: Dr. James M. Croteau	PT 14092	33982	50	3	50
[redacted]onroe County School Board [redacted] White Street [redacted] West, FL 33040 [redacted]N: Nicholas A. Fischer Teacher Education	6849	33989			55
[redacted]ami Christian College [redacted]0 N.W. 135th Street [redacted]iami, FL 33167 [redacted]N: Professor Jim Bowling		33993	1	1	1
[redacted]reative Learning Center [redacted]1 Eyde Park Road [redacted]sacola, FL 32503 [redacted]N: Elizabeth Duke		34295	25	1	1
[redacted]scambia County School District [redacted]aff Development [redacted] West Garden Street [redacted]ensacola, FL 32501 [redacted]N: John E. John	26181	34302	50	100	75
[redacted]lorida Atlantic University [redacted]ntral Receiving, T-4 [redacted]a Baton, FL 33431	033558	34303	1	2	1
[redacted]niversity of Florida [redacted]eneral Teacher Education [redacted]15 Norman Hall [redacted]inesville, FL 32611 [redacted]TN: C. Travis	224345	34304	1	1	1
[redacted]Teacher Education Center [redacted]0 West Brevard Street [redacted]lahassee, FL 32301	PT 14094	34315	40		40
[redacted]wanee County School Board [redacted] West Parshley Live Oak, FL 32060-2396 [redacted]N: Mr. O. P. Warren	18860	34316	30	30	30

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Name Materials Sent To	Purchase Order #	Invoice #	Domains	Handbook	Manuals
ACTE [illegible]port Circle - Suite 610 [illegible]ington, D.C. 20036 ATTN: Vaun Crabtree		34319		12	
[illegible]rida-Georgia District [illegible]beran Church - Missouri Synod [illegible]1 Park Lake Circle [illegible]rlando, FL 32803		34320	1	1	1
[illegible]cher Education Center [illegible]19 U.S. Highway 41 North [illegible]ooksville, FL 33512 ATTN: Mrs. Elaine Beeler, Dir.	71410	34321	40	40	10
[illegible]chua County Education Association [illegible]3008A- N.W. 13th Street [illegible]ainesville, FL 32602		34329		1	
[illegible]roward Teachers Union [illegible]337a S.E. 24th Street [illegible]ort Lauderdale, FL 33316 ATTN: Claire Binger		34330		1	
[illegible]ke County Educational Association 1707 South Street [illegible]esburg, FL 32748 ATTN: Gail Burry, President		34334		1	
[illegible]mokalee High School [illegible]701 Immakalee Drive [illegible]mokalee, FL 33934	33365	34335	5	2	2
Office of the Ed. Accountability 1410 N.E. Second Avenue, Room 800 [illegible]ami, FL 33132 ATTN: Kate Swede	E-043723	34336	1	1	1
[illegible]ocese of Pensacola-Tallahassee P. O. Drawer 17329 [illegible]nsacola, FL 32522 ATTN: Sister Elizabeth Dove, osf		34328	12	3	12
[illegible]. Mark's Episcopal School 1960 East Oakland Park Boulevard [illegible]ort Lauderdale, FL 33334		34337	1	1	1

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Name Materials Sent To	Purchase Order #	Invoice #	Domains	Handbook	Manuals
[redacted]ntral Agency for Jewish Education [redacted]200 Biscayne Boulevard [redacted]mi, FL 33137	05-14-82	34338	1	1	1
[redacted]adison County School Board [redacted]P. O. Drawer 449 [redacted]dison, FL 32340 ATTN: Roy Scott	90-7893	34515	10	10	10
[redacted]akulla County School Board [redacted]P. O. Box 100 [redacted]awfordville, FL 32327	1353	34602	10	10	10
West Minister Academy [redacted]20 N.E. 22nd Avenue [redacted]rt Lauderdale, FL 33300 [redacted]TN: Dr. Wackes		34327	40	40	40
Columbia County School Board [redacted]ntertown Administrative Building [redacted]. 7 Box 200 Lake City, FL 32055 [redacted]TN: Rose Smith		34326	20	20	20
Columbia County School District [redacted]ut 7, Box 200 [redacted]ke City, FL 32055	19,707	34339	1	1	1
[redacted]llier County Public Schools [redacted]10 Estey Avenue Naples, FL 33942 [redacted]TN: Herbert Cambridge	33664	34331	100	100	100
[redacted]niversity of West Florida [redacted]ntrollar's Office College of Education [redacted]ensacola, FL 32504 [redacted]TN: Dr. Pat Wentz	078667	34401	60	60	
[redacted]shington-Holmes Area Voc. Tech. [redacted]09 Hoyt Street Chipley, FL 32428 [redacted]TN: Beginning Teacher Program		34507 (Binder)	21 + 20		
[redacted]nn Southerland [redacted]815 Lynn Ora Drive [redacted]ensacola, FL 32504		34348		1	

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Name Materials Sent To	Purchase Order #	Invoice #	Domains	Handbook	Manuals
[redacted]ish		34402		1	
[redacted]ish		34403		1	
[redacted]ylor County School Board [redacted]SC [redacted] W. MLK Avenue [redacted]y, FL 32347 [redacted]: Glenda G. Hamby, Dir.	1126	34476	20	20	20
[redacted]ffice of Catholic Schools [redacted]ocese of St. Petersburg [redacted] Petersburg, FL 33743 [redacted]TN: Sr. Joan Dawson, OSF	40200	34408	1	1	1
[redacted]encer Memorial Baptist Church 914 N. Dixon Avenue [redacted]a, FL 33604 [redacted]TN: Dan Carreira, Principal		34407	1	1	1
[redacted]oe County School Board 42 White Street [redacted] West, FL 33040 [redacted]TN: Nicholas A. Fischer	7207	34404		50	
[redacted] Harris [redacted]niversity of West Florida [redacted]nsacola, FL 32504		34373		1	
[redacted]iversity of West Florida [redacted]xtended Services [redacted] Norman Hall [redacted]esville, FL 32611 [redacted]N: TB Vernetson	225883	34410	10	10	10
[redacted]irby Smith West Wing [redacted]2 East University Avenue [redacted]esville, FL 32601 [redacted]TN: CREATE - Faye Cake	12823	34428	20	20	20
[redacted]St. Johns Catholic School [redacted]05 Fortune Avenue [redacted]ma City, FL 32401 [redacted]TN: Sr. Mary Berchmans, C.R.		34477	1		1

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Name Materials Sent To	Purchase Order #	Invoice #	Domains	Handbook	Manuals
Desoto County Elementary Education [illegible] LaSolona Avenue [illegible]adia, FL 33821 ATTN: Phyllis NeSmith, Dir.	837	34418		1	

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DOE Mailing List
Handbook of the Florida Performance Measurement System

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APPENDIX D

See the bound copy of the learning package prototype titled
"Florida Teacher Performance Development Program:
Specifying Student Behavior"

TEACHER LEARNING PACKAGES
FOR THE
FLORIDA TEACHER PERFORMANCE MEASUREMENT SYSTEM

Titles and Contents

I. PLANNING CONTENT AND GOALS

Concept: Content Coverage (1.1)

Identification/selection of content (1.1.1)
Analysis of content (1.1.2)
Evaluation of content (1.1.3)
Sequencing of content (1.1.4)
Pacing of content (1.1.5)

Concept: Goal Focusing (1.4)

Identification of expected learner outcome (1.4.1)
Justification of goals (1.4.3)
Evaluation of goal/instruction congruence (1.4.2)

II. DETERMINING LEARNER STATUS

Concept: Diagnosis (1.5)

Identification of learner state (1.5.1)
Matches learner needs with instructional element(s) (1.5.2)
Evaluation of learner end-state (1.5.3)

III. PLANNING INSTRUCTIONAL ACTIVITIES

Concept: Activity Structure (1.3)

Identification/selection of instructional activity (1.3.1)
Sequencing of instructional activity (1.3.2)
Analysis of instructional activity (1.3.3)
Pacing of instructional activity (1.3.4)
Specification of activity format (1.3.6)
Evaluation of instructional activity (1.3.5)

IV. PLANNING TO USE INSTRUCTIONAL MATERIALS

Concept: Utilization of Instructional Materials (1.2)

Identification/selection of materials (1.2.1)
Analysis of instructional material (1.2.2)
Evaluation of instructional material (1.2.3)
Management of instructional material (1.2.4)

V. USING QUESTIONING TECHNIQUES

Concept: Lesson Development (3.3)

- Low order questions (3.3.5)
- High order questions (3.3.6)
- Non-academic questions (3.3.7)
- Congruence of answer (3.3.8)
- Pause following a question (3.3.10)

Concept: Control of Discourse (5.1)

- Question overload (5.1.4)
- Single questions (5.1.5)

VI. CONDUCTING EFFECTIVE LESSONS

Concept: Review of Subject Matter (3.2)

- Lesson-initiating review (3.2.1)
- Topic summary within lesson (3.2.2)
- Lesson-end review (3.2.3)

Concept: Lesson Development (3.3)

- Lesson initiation (3.3.1)
- Solo performance (3.3.3)
- Choral practice (3.3.5)
- Academic comprehension check (3.3.4)

Concept: Emphasis (5.2)

- Repetition (5.2.3)

Concept: Management of Seatwork/Homework (3.6)

- Gives seatwork or homework directions (3.6.1)
- Checks comprehension of seatwork/homework (3.6.2)
- Sets time for checking seatwork/homework (3.6.3)
- Teacher mobility (3.6.4)
- Holds students accountable and gives feedback (3.6.5)

VII. FOCUSING LEARNER ATTENTION

Concept: Task Attraction and Challange (5.3)

- Task attraction (5.3.1)
- Challange (5.3.2)

Concept: Emphasis (5.2)

- Marker expressions (5.2.1)
- Marker techniques (5.2.2)

Concept: Lesson Development (3.3)

- Academic transition signals (3.3.2)

Concept: Group Alert (2.5)

Poses question, selects reciter (2.5.1)
Unison stimulus (2.5.2)
Alerts non-performers (2.5.3)

VIII. MANAGING TEACHER/STUDENT TALK

Concept: Teacher Academic Feedback (3.5)

Simple positive response (3.5.1)
Academic praise (3.5.2)
Correctives (3.5.3)
Redirects after student response (3.5.4)

Concept: Teacher Treatment of Student Talk (3.4)

Restates student response (3.4.3)
Avoids digression (3.4.4)
Acknowledges a student response (3.4.1)
Probes or amplifies a student response (3.4.2)

IX. TEACHING CONCEPTS

Concept: Presentation of Interpretive (Conceptual) Knowledge (4.1)

Gives definition only (4.1.1)
Gives example(s) only (4.1.2)
Tests example (rule-example) (4.1.3)
Identifies attributes (4.1.4)
Distinguishes related concepts (4.1.5)
Concept induction (4.1.6)

X. TEACHING LAWS, PRINCIPLES, AND RULES

Concept: Presentation of Explanatory (Laws or Law-like) Knowledge (4.2)

Explicates the Cause (4.2.1)
Explicates the Effect (4.2.2)
States Causal Principle, Using Linking Words (4.2.3)
Applies a Causal Principle (4.2.4)

Concept: Presentation of Academic Rules (4.3)

Describes the situation (4.3.1)
Provides for application (practice) (4.3.2)

XI. TEACHING VALUE JUDGEMENTS

Concept: Presentation of Value Knowledge (4.4)

States and explores a value question (4.4.1)
Develops criteria of judgement (4.4.2)
Assembles the facts (4.4.3)
Tests the value judgement (4.4.4)

XII. MANAGING CLASSROOM EVENTS

Concept: Overlapping (Withitness) (2.3)

Task desist overlap (2.3.1)
Task-intrusion overlap (2.3.2)

Concept: Movement Slowdown (2.7)

Overdwelling (2.7.1)
Group fragmentation (2.7.2)
Prop fragmentation (2.7.3)

Concept: Movement Smoothness (2.6)

Reacts to or interjects irrelevancies (2.6.1)
Flip-flop or dangle (2.6.2)

XIII. USING TIME EFFICIENTLY

Concept: Efficient use of time (3.1)

Punctuality (3.1.1)
Management transition (3.1.2)
Wait time avoidance (3.1.3)
Controlled interruptions (3.1.4)
Housekeeping (3.1.5)

XIV. SPECIFYING STUDENT BEHAVIOR

Concept: Rule Explication and Monitoring (2.1)

Rule specification and clarification (2.1.1/2.1.2)
Rule practice (2.1.3)
Rule monitoring (2.1.4)

XV. MAINTAINING ACCEPTABLE STUDENT BEHAVIOR

Concept: Effective Praise (2.8)

Praise for compliance (2.8.2)
Specific praise (2.8.1)
Low-key praise (2.8.3)
Conditional praise (2.8.4)
Authentic praise (2.8.5)
Teacher control of group praise (2.8.6)

Concept: Teacher Withitness (2.2)

Deviancy spread (2.2.1)
Desist major deviance (2.2.2)
Correct target desist (2.2.3)
Alternative behavior (2.2.4)

Concept: Quality of Desist (2.4)

Task-focus desist (2.4.4)
Clarity of desist (2.4.1)
Firmness of desist (2.4.2)
Roughness of desist (2.4.3)
Approval-focus desist (2.4.5)

XVI. USING EFFECTIVE COMMUNICATION

Concept: Control of Discourse (5.1)

Connected discourse (5.1.1)
Scrambled discourse (5.1.2)
Vagueness words (5.1.3)

Concept: Teacher's Speech (5.4)

Loud, noisy, or grating voice (5.4.1)
Shrill, piercing, high-pitched voice (5.4.2)
Monotone--fails to vary the intensity, rate, and volume of speech (5.4.3)
Speaks too softly, almost inaudibly (5.4.4)

Concept: Body Language (5.5)

Teacher smiles (5.5.1)
Deadpan expression (5.5.2)
Teacher frowns (5.5.3)
Posture and movement (5.5.4)
Eye contact (5.5.5)

Daniel M. Purdom
Glen E. Fardig
2/18/83

APPENDIX E

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Indicators of the Research Domains

Competencies, Subskills	Planning	Student Conduct	Instructional Organization	Presentation of Subject Matter	Communication (Verbal/ Nonverbal)	Evaluation
1. Oral Communication a. Simplicity, clarity, coherence b. Standard English c. Vocabulary - topic, audience d. Volume, pace e. Verbal, non-verbal cues f. Relevant examples		2.1 Rule explication 2.2 Desist deviancy	3.2 Lesson development 3.8 Treatment of student talk 3.9 Academic feedback	4.1 Management of conceptual knowledge 4.2 Explanatory knowledge	5.1.1 Connected discourse 5.2 Emphasis 5.4 Teacher's speech 5.1.3 Vagueness (absence of) 5.1.4 Question Overload 5.1.5 Single questions	6.2 Preparation for testing 6.2.1 Motivating students 6.2.2 Test wiseness 6.2.3 Test anxiety 6.2.4 Presentation of test
2. Written Communication a. Differentiates/uses formal/informal b. Level - topic, reader c. Applies basic mechanics d. Uses appropriate sentence structure e. Organizes appropriately f. Uses standard English *g. Organizes, writes IEP's for exceptional students	All concepts, if written	2.1 Rule explication (if written)		4.1 Explanatory knowledge, if written	5.1.1 Connected discourse 5.2 Emphasis	6.2 Preparation for testing 6.2.4 Presentation of test
3. Listening Comprehension a. Accurately follows directions b. Main and subordinate ideas, details c. Identifies relevant, irrelevant information d. Draws inferences e. Summarizes f. Comprehends standard, non-standard English			3.4 Treatment of student talk (responsive)			

*ESE Teachers

Code: first number = domain; second = concept; third = indicator.
5.1.1 = Domain 5, concept 1, indicator 1 : Connected Discourse

Competencies, Subskills	Planning	Student Conduct	Instructional Organization	Presentation of Subject Matter	Communication (Verbal Nonverbal)	Evaluation
4. Comprehension of Professional Reading a. Evaluates relevant material: regular, exceptional students b. Understands statistical terms c. Demonstrates literal skills d. Demonstrates interpretative skills e. Demonstrates critical skills f. Produces logical summary						
5. Fundamental Math Skills a. All operations: whole, decimal, fraction, numbers b. Demonstrates meaning, use of percent c. Represents, interprets charts, graphs d. Solves measurement problems e. Solves real world math problems f. Identifies geometric forms, relationships						6.6 Grading and marking

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Competencies, Subskills	Planning	Student Conduct	Instructional Organization	Presentation of Subject Matter	Communication (Verbal Nonverbal)	Evaluation
6/ Human Growth, Development 19. a. Demonstrates knowledge of principles b. Uses evaluation data to diagnose c. Applies motivational techniques d. Can explain evaluation data e. Uses aptitude, ability to guide students f. Uses alternative resources to meet student needs g. Helps student w/individual activities h. Identifies characteristics of exceptional students i. Identifies, makes appropriate use of programs, personnel, services for exceptional students j. Develops career opportunity	1.1.3 Evaluation of content 1.2.3 Evaluation of instructional material 1.5.1 Identification of learner state 1.5.2 Matching learner needs	2.4 Quality of desist 2.7 Movement slow down 2.8 Effective praise	3.1 Effective use of time 3.3 Lesson development: initiation, transition 3.4 Treatment of student talk 3.4.2 Probing/ amplifying 3.5 Academic feedback	4.1 Conceptual knowledge 4.2 Explanatory knowledge 4.4 Value knowledge	5.1 Management of discourse 5.3 Task attraction, challenge 5.5 Body language	6.2.3 Test anxiety 6.5 Formulative feedback 6.6 Grading and marking

Competencies, Subskills	Planning	Student Conduct	Instructional Organization	Presentation of Subject Matter	Communication (Verbal/ Nonverbal)	Evaluation
7. Entry Level Diagnosis a. Selects optimum method b. Selects, constructs test c. Uses observation d. Uses student records e. Interprets information f. Identifies characteristics of exceptional students and their implications for instruction	1.5 Diagnosis All indicators					6.1 Relating evaluation to instructional objectives 6.1.3 Sampling appropriate item types
8. Identify Long Range Goals a. Identifies state, district goals b. Formulates goals consistent with a	1.4 Goal focusing - all indicators					6.1 Relating evaluation to instructional objectives
9. Constructs, Sequences Objectives a. Identifies knowledge, skills, attitudes b. Constructs/adapts objectives for a c. Sequences according to learning principles d. Adapts objectives for exceptional students	1.1 Content coverage - all indicators 1.4 Goal focusing - all indicators					6.1 Relating evaluation to instructional objectives

Competencies, Subskills	Planning	Student Conduct	Instructional Organization	Presentation of Subject Matter	Communication (Verbal/ Nonverbal)	Evaluation
10. Select/Adapt/Develop Materials a. Determines selection criteria b. Locates, evaluates materials c. Selects materials d. Demonstrates modification techniques e. Determines needs for materials development f. Selects resources for materials g. Designs, constructs materials h. Evaluates, revises afer use i. Selects, adapts materials to meet needs of exceptional students.	1.2 Utilization of instructional material all indicators					6.1.2 Representative sampling of knowledge 6.1.3 Appropriate item types
11. Select/Develop, Sequence Activities a. Comprehends principles, growth, development b. Identifies conditions affecting learning c. Identifies alternative activities d. Selects appropriate activities e. Combines activities into instructional sequence f. Selects, adapts, organizes activities, strategies to meet needs of exceptional students.	1.3 Activity structure - all indicators 1.5.2 Matches learner needs with instructional elements		3.1 Efficient use of time Management 3.5.6 practice - all indicators 3.6 seatwork - all indicators 3.2 review - all indicators 3.6 homework - all indicators 3.7 Questioning - all indicators	4.1-2 Management: conceptual, explanatory knowledge	5.1.4 Question overload	

Competencies, Subskills	Planning	Student Conduct	Instructional Organization	Presentation Subject Matter	Communication (Verbal/ Noverbal)	Evaluation
12. Establishes Rapport a. Secures attention b. Relates instruction to student interests, needs c. Informs student: objectives, procedures, expectations d. Explains choices: advantages, limitations e. Alters strategies when needed f. Relates to experiences, thoughts, feelings g. Uses reinforcement to motivate h. Uses media to secure, retain attention i. Uses student products, talent j. Identifies, selects effective strategies/techniques for promoting acceptance of exceptional students	2.4 Quality of desist 2.8 Effective praise	2.8 Effective praise	3.3.1 Lesson initiation 3.4 Treatment of student talk		5.3 Body language 5.4 Voice and speech	6.1 Relating evaluation to instructional objectives 6.2 Preparation for testing all indicators 6.3.1 Examiner characteristics 6.3.2 Use of test results 6.5.1 Giving formulative feedback
13. Presents Directions a. Selects appropriate means b. Secures attention c. Informs: objectives, assessments, performances d. Informs: sequence, nature of activities e. Identifies materials; explains use f. Checks understanding g. Clarifies	1.3.6 Specifies activity format		3.3 Lesson development, transition - signals 3.6 Management of seatwork - directions 3.6 Management of homework - specification		5.1 Management of discourse	6.2 Preparation for testing 6.2.1 Motivating students 6.2.4 Presentation of test

Competencies, Subskills	Planning	Student Conduct	Instructional Organization	Presentation of Subject Matter	Communication (Verbal/ Nonverbal)	Evaluation
14. Constructs Classroom Test a. Identifies basic test, assessment techniques b. Identifies use of CRT, norm referenced tests c. Specifies knowledge, skills to be assessed d. Selects appropriate technique e. Determines requirements for test administration f. Constructs/identifies CRT items g. Sets performance criteria h. Assembles test components i. Evaluate/revises test j. Adapts testing media to capabilities and needs of exceptional students.	1.5.3 Evaluation of learner end-state					6.1 Relating evaluation to instructional objectives 6.3.2 Interpretation of results 6.6 Grading and marking
15. Establishes Routines (materials) a. Involves students in developing b. Determines type, amount needed (materials) c. Effective placement, distribution d. Learning centers, bulletin boards e. Arranges optimum physical setting f. Involves students: movement routines g. Arrangements for variety of teaching strategies h. Emergency procedures	1.2.4 Manages instructional materials	2.7 Movement slowdown	3.1 Efficient use of time 3.3 Lesson development - all indicators			6.6 Marking, grading
16. Formulates Behavior Standards a. Safety procedures b. Incorporates social norms c. Considers student characteristics d. Establishes enforceable standards e. Observes policy		2.1 Rule explication 2.1 Rule monitoring 2.2 Withitness/ Desist 2.8 Effective praise	3.1.5 Effective use of time housekeeping order 3.3 Lesson development-management of seatwork 3.6.1 Sets time for checking			

Competencies, Subskills	Planning	Student Conduct	Instructional Organization	Presentation of Subject Matter	Communication (Verbal Nonverbal)	Evaluation
17. Uses Management Techniques a. Factors in physical environment b. Social/emotional characteristics (teacher) c. Physical, social, emotional characteristics (students) d. Out-of-school factors e. Instructional procedures, techniques f. Demonstrates effective management techniques g. Uses verbal, non-verbal techniques h. Uses school/community resources: regular, exceptional students i. Obtains parental cooperation		2.1 Rule monitoring 2.2 Overlapping 2.4 Quality of desist 2.6 Movement smoothness 2.8 Effective praise	3.3.1 Lesson development - initiation, transition 3.1 Efficient use of time - all indicators		5.3 Body language 5.4 Voice and speech 5.3 Task attraction challenge	6.3.4 Controlling cheating behavior
18. Establishes Record Keeping System a. Constructs system: individual students b. Identifies methods for reporting c. Records class progress d. Identifies methods for reporting class progress e. Demonstrates knowledge of law concerning student records						6.6 Grading and marking 6.3.3 Avoids bias
20. Demonstrates Cultural Awareness a. Encourages open, honest expression b. Emphasizes unique contributions arising from individual differences c. Demonstrates awareness of cultural differences d. Encourages productive interaction			3.4 Treatment of student talk			6.6.3 Avoids bias

Competencies, Subskills	Planning	Student Conduct	Instructional Organization	Presentation of Subject Matter	Communication (Verbal/ Nonverbal)	Evaluation
21. Enhances Student Self Concept a. Exhibits positive, empathic behavior b. Assists in initiating self-directed learning c. Assists students in understanding, valuing themselves d. Uses materials appropriate for students e. Promotes acceptance, challenge for exceptional students	1.2 Utilization of instruct-ional materials	2.4 Quality of desist	3.4 Treatment of student talk 3.5 Academic feedback		5.5 Body language	6.3.2 Counseling on test results 6.4.1 Formulative feedback
22. Facilitates Positive Interaction a. Encourages cooperation b. Helps with constructive criticism c. Encourages good interpersonal relations d. Helps students examine values, attitudes, beliefs e. Promotes acceptance, positive interaction with exceptional students		2.4 Quality of desist	3.4 Treatment of student talk	4.4 Presentation of value knowledge	5.5 Body language	6.2 Preparation for testing 6.3.2 Counseling on use of results 6.5 Formulative feedback
23. Facilitates Values Clarification a. Explores alternative solutions to to problems b. Encourages students to make choices, accept consequences				4.4 Presentation of value knowledge		
24. Recognizes, Meets Instructional Needs of Exceptional Students a. Subskills are entered as special applications of other competencies. The focus, but not the method, of evaluation (observation, etc.) will change for this competency.						

APPENDIX F

CLASSIFICATION OF SPECIFIC ITEMS FROM EVALUATION FORMS

1. Knowledge and Professional Growth

a. Knowledge of Subject Matter

C - Demonstrates knowledge of subject matter appropriate to grade level.

D - Posesses adequate information in assigned teaching area.

E - Teacher shows evidence of subject area competency.

F - Competency in instruction field.

G - Demonstrates knowledge in subject area.

H - Demonstrates competence in subject areas and/or grade levels to which assigned.

I - Command of subject matter.

J - Demonstrates competence in teaching field.

L - Keeps abreast of developments in subject field.

M - Demonstrates knowledge of subject matter through teaching activities.

N - Exhibits command of subject matter.

O - Demonstrates knowledge of subject matter.

P - Demonstrates mastery of subject matter.

b. Professional Growth

A - Professional Growth.

B - Shows professional growth.

C - Keeps abreast of current knowledge in his field of specialization.

E - Participates in programs for improvement.

F - Takes action to improve himself.

G - Takes action toward self-improvement.

H - Keeps abreast of developments in teaching field.

I - Professional growth.

L - Keeps abreast of developments in subject field.
- Keeps abreast of developments in related fields.
- Improves his/her understanding of skills, objectives and appreciations associated with subject area.

M - Has participated in activities to further professional growth.

N - continues to pursue professional growth and knowledge.

O - Keeps abreast of and implements improved techniques and materials.

P - Attitude and growth.

c. Knowledge of Child Growth and Development

B - Shows understanding of child-growth and development.

H - Is generally familiar with student needs and attempts to meet most of them.

d. Competency in Oral and Written Language

A - Voice and speech (expresses ideas clearly)

B - Expression of ideas

C - Demonstrates competency in oral and written language and in computational skills.

E - Uses effective oral and written communication.

G - Communicates effectively.

I - Written and oral communication.

N - Communicates clearly and effectively.

O - Uses effective oral and written expression.

e. Competency in Computational Skills

C - Demonstrates competency in oral and written language and in computational skills.

f. Constructive Criticism/Suggestions for Improvement

B - Responds favorably to suggestions for improvement.

D - Offers and receives constructive criticism.

E - Is able to give and receive constructive criticism.

F - Accepts criticism.

G - Responds well to constructive criticism.

J - Responds to constructive criticism and suggestions.

O - Adheres to suggestions for improvement.

II. Compliance

a. Complies w/School, District, State and Federal Policies and Procedures

B - Accepts personal responsibility for compliance with administrative policies and procedures.

D - Follows school policies and procedures.

E - Adheres to School Board policies, administrative directives and contractural agreements.

H - Understands and carries out school policies.

I - Enforcement of policies.

J - Understands and carries out school and district policies, recognizing proper channels of authority.

K - Understanding of policies and procedures.
- Understanding of expectations of school.

M - Adequately fulfills School Board and individual school policies.

N - Implements state laws and county policies.

O - Complies with school, county and state policies.

b. Accepts Responsibility to Total School Program

A - Extracurricular involvement.

C - Shows willingness to accept professional responsibility for promptness, for performance of duties and for efforts to improve the total school program.

D - Accepts delegated responsibilities.

E - Assummes fair share of responsibility

F - Professional dedication.

G - Participate in comprehensive planning.

J - Shows interest in and awareness of total school program.
- Accepts responsibility beyond classroom teaching.

K - Understanding of expectations of school.
- Understanding of overall program.

L - Recognizes the place of the subject in total educational sequence.
- Relates subject taught to other areas of knowledge.

N - Shares total school responsibilities.

c. Meets State and Local Certification Requirements

M - Has met all state and local certification requirements.

d. Adheres to Professional Code of Ethics

A - Professional standards.

C - Exhibits behavior consistent with Code of Ethics development by the Florida Professional Practices Council.

F - Is professional but ethical.

G - Practices professional ethics.

H - Demonstrates professional attitude toward school duties, assignments, students, parents, teachers and other staff members.
- Observes the confidential nature of matter relating to pupils, parents, and school personnel.

J - Adheres to Code of Ethics of Educational Profession.

M - Observes Code of Ethics.

O - Adheres to professional Code of Ethics and standards.

III. Personal Attributes

a. Personal Appearance

A - Personal appearance.

B - Personal appearance

C - Exhibits appropriate grooming.

E - Is neat, well-groomed and appropriately dressed.

F - Personal appearance.

G - Is neat and clean.

H - Generally neat in appearance, grooming and dress.

I - Personal appearance.

J - Has neat personal appearance.

L - Is neat and well-groomed.

O - Presents acceptable personal appearance.

P - Grooming.

b. Health

A - Physical health.

B - Health.

E - Appears to be physically and emotionally capable of performing assignments.

F - General health and emotional stability.

H - Reliable, on time to meetings, gets reports in promptly, seldom late to school or classes, seldom absent due to illness.

J - Demonstrates good physical health.

L - Health does not interfere with work.

O - Possesses good health and projects emotional stability.

c. Emotional Stability

A - Emotional stability.

B - Emotional stability.

E - Appears to be physically and emotionally capable of performing assignments.

F - General health and emotional stability.

H - Has good control of emotions under normal work day conditions.
- Is confident and well poised in ordinary work day situations.

J - Is emotionally stable.

O - Possesses good health and projects emotional stability.

d. Enthusiasm/Positive Attitude

A - Attitude toward young people.

B - Enthusiasm.

C - Demonstrates interest in and enthusiasm for teaching.

E - Shows enthusasm, positive attitude.

G - Demonstrates positive attitude toward professional activities.

J - Maintains and exhibits enthusiasm for teaching.

O - Demonstrates enthusiasm for teaching.

e. Reliability & Dependability

A - Dependability.

B - Reliability.

F - Is responsible and dependable.

H - Reliable, on time to meetings, gets reports in promptly, seldom late to school or classes, seldom absent due to illness.

J - Assumes responsibility and demonstrates dependability

L - Reliable and dependable.

f. Attendance/Punctuality

A - Promptness.

B - Punctuality.

D - Exhibits punctuality at assigned duties.

F - Punctuality.

G - Fulfills responsibilities punctually.

H - Reliable, on time to meetings, gets reports in promptly, seldom late to school or classes, seldom absent due to illness.

I - Attendance - Punctuality.

J - Is punctual and accurate in meeting delegated duties.

L - Is seldom absent.
- Is seldom tardy.

N - Is accurate and punctual in routine duties

O - Demonstrates punctuality.

P - Attendance/punctuality.

g. Judgment

A - Judgment and tact.

E - Makes realistic decisions and takes appropriate action.

F - Takes necessary and appropriate action on his own
- Uses good judgment.

I - Judgment.

h. Mannerisms/Voice

A - Voice and speech.

F - Voice modulation.

G - Uses appropriate voice tone and control.

I - Voice modulation.

L - Moves frequently around room when applicable.
- Varies voice modulation effectively.
- Uses eye contact effectively.

i. Initiative

B - Initiative.

H - Exhibits initiative in ordinary work day school situation.

IV. Interpersonal Relations

a. With Student

A - Attitude toward young people.

B - Respect from students.

C - Maintains good relationships with students, regardless of ethnic, cultural, linguistic or economic background.
- Counsels with students both individually and collectively concerning their academic +/or personal needs.

D - Shows sensitivity to students' needs.
- Maintains wholesome interpersonal relationships in classroom.
- Communicates effectively with students.

E - Provides opportunities for students to express their ideas.
- Is consistent, fair and impartial in dealing with students and faculty.
- Teacher establishes with students a rapport that promotes mutual recognition and respect.

F - Rapport with pupils and parents.

G - Shows respect and courtesy to students.
-Appears sensitive to pupils' emotional state.
-Appears to be respected by students.
-Maintains appropriate pupil-teacher relationship.
-Demonstrates courtesy and respect to students, staff and parents.
-Communicates effectively with students, staff and parents.
-Is tactful in personal relationships (students, staff and parents).

L - Works toward developing mutual respect betweenpupils and teacher.
- Capitalizes upon student comments; uses praise frequently.

M - Teacher maintains an emotiojally mature, consistent attitude toward students and reasonable control.
- Displays desirable interpersonal relations with students.

N - Maintains good rapport with students, parents and coworkers.

O - Demonstrates interest in welfare of students.

P - Develops constructive relationships with students.

b. <u>With Staff</u>

A - Staff relations.
- Attitude toward administration

C - Establishes and maintains effective working relationships with school and district personnel.

D - Uses staff resource services.

E - Is consistent, fair and impartial in dealing with students and faculty.
- Relates well with associates.

G - Demonstrates courtesy and respect to students, staff and parents.
-Communicates effectively with students, staff and parents.
-Is respected by parents and colleagues.
-Works well and is cooperative with administrators.
-Works well and is cooperative with colleagues.
-Is tactful in personal relationships (students, staff and parents).

H - Shows willingness and interest in helping other teachers with time, ideas and planning for improvement of school of school-related functions.
- Cooperates well with other school staff members.

J - Relates with instructional/non-instructional personnel.

L - Develops rapport with professional peers.

M - Displays desirable interpersonal relations with school staff.

N - Maintains good rapport with students, parents and woworkers.

O - Demonstrates cooperative spirit with colleagues and administration.

P - Staff services.

c. With Parents

A - Parent relations.

C - Demonstrates a constructive attitude toward parent/community groups and activities.

D - Communicates effectively with parents.

F - Rapport with pupils/parents.

G - Demonstrates courtesy and respect to students, staff and parents.
- Communicates effectively with students, staff and parents.
- Is respected by parents and colleagues.
- Is tactful in personal relationships (students, staff and parents.

H - Ability to communicate with parents.

M - Maintains a cooperative attitude with parents within sound educational practice.
- Maintains adequate communication with parents.

N - Maintains good rapport with students, parents and coworkers.

O - Performs in relation to parents/lay public.
- Effectively reports pupil progress to parents.

d. Community Relations

C - Demonstrates a constructive attitude toward parent/community groups and activities.

M - Demonstrates awareness of inter-relationship of school and community.

O - Performs in relation to parents/lay public
- Utilizes community resources in instruction when appropriate.

e. General

B - Sensitivity to people.
- Cooperation.

E - Is able to work effectively with others.

F - Cooperation.

I - Respect.
- Communication.
- Cooperation.

J - Maintains a professional relationship.

L - Is cooperative.

P - Personal relationships

V. Extracurricular Duties

a. Recordkeeping

A - Accuracy.

B - Accuracy (reports).

C - Constructs classroom tests which measure student performance according to instructional objectives and keeps records of student progress.

D - Keeps records properly.

E - Maintains sufficient records to demonstrate student achievement.

F - Accuracy in making reports and maintaining records.

G - Demonstrates proficiency and punctuality in routine reporting procedures.

H - Is generally accurate in keeping records and making reports.

J - Records and reports are accurately done, up to date and on time.

K - Recordkeepings.

L - Completes required forms and reports on time.

O - Is accurate and punctual in recordkeeping.

b. Physical Arrangement of Classroom

C - Establishes classroom procedures for physical movement and effective utilization of materials.

H - Adjusts physical features of teaching area to provide most healthful and attractive environment for learning as far as circumstances permit.

I - Physical appearance of classroom.

N - Uses physical facilities to best advantage.

c. Aesthetics of Classroom

B - Classroom tidiness.

H - Adjusts physical features of teaching area to provide most healthful and attractive environment for learning as far as circumstances permit.

I - Visual appearance of classroom.

d. Care and Use of Materials/Equipment

D - Takes care of materials and equipment.

E - Teacher plans and makes necessary prior arrangements for materials, equipment and supplies.

F - Effective use of techniques and materials.

G - Makes effective use of multimedia.

H - Shows sound judgment in use of instructional materials.
- Accepts responsibility for use and care of school equipment and property.

I - Instructional material accessible.
- Safety and care of students and equipment.

J - Demonstrates responsible judgment in selection and use of instructional materials.

K - Use of materials.

L - Organizes instructional materials effectively.
-Uses textbook material effectively and efficiently.
-Uses chalkboard, bulletin board, audiovisual equipment and materials effectively.

N - Utilizes appropriate instructional aids and materials.

O - Utilizes available material and equipment.
- Demonstrates proper care of school equipment, materials and property.

e. Supervision/Routine Duties

A - Extracurricular involvement.

D - Fosters supervision in non-classroom situations.

G - Participates in collateral duty activities.

I - Safety and care of students and equipment
-Performances of routine duties.
-Supervision of students.

J - Accepts responsibilities beyond classroom teaching.

VI. Classroom Organization and Discipline

a. Classroom Management/Discipline

B - Classroom management.

C - Formulates and maintains standards for student behavior in the classroom.

D - Maintains orderly classroom environment.
- Exercises authority with restraint.

F - Classroom control and management.

G - Suits discipline and management to activities.
- Manages own discipline problems.

H - Maintains good classroom control and helps pupils develop self-discipline.

I - Student behavior.
-Consistent classroom management.
-Techniques (classroom management).

J - Maintains classroom control and helps develop self-discipline.
- Handles discipline problems in firm, fair, friendly and consistent manner.

K - Class control.

L - Looks for causes of behavior and uses appropriate guidance techniques.
- Treats all types of behavior justly and impartially.

M - Teacher maintains an emotionally mature, consistent attitude toward students with reasonable control.

N - Controls class so that positive learning environment is created and maintained.

O - Demonstrates effective classroom management
-Demonstrates effective group control and discipline.
-Is fair, impartial and objective in treatment of students.

P - Initiates and preserves class and school discipline.

b. Classroom Atmosphere

C - Maintains classroom atmosphere that encourages students to develop a positive self-concept, to develop his own values, attitudes and beliefs and to interact constructively with his peers.

E - Teacher creates classroom atmosphere conducive to learning.

L - Encourages active student involvement.
-Encourages students to be inquisitive.
-Encourages individual leadership and responsibility.
-Accepts the comments, ideas and other contributions of others.
-Clarifies, builds upon, and develops the ideas or suggestions of others.

M - There is an atmosphere of controlled freedom within learning area.

O - Is fair, impartial and objective in treatment of students.

VII. Teaching Process

a. Planning

A - Daily preparation.

B - Perspective (long-range goals)

C - Shows evidence of pre-planning according to identified goals and objectives.

D - Utilizes instructional resources for lesson preparation.

E - Teacher shows evidence of preparation and planning in structuring learning experiences of students.
- Classroom, shop and lab activities reflect evidence of effective instructional planning.
- Teacher develops adequate lesson plans.

F - Evidence of preparation.

G - Activities are well planned.
- Participates in comprehensive planning.

H - Is skilled in planning and organizing learning activities. Plans are written with long term objectives in mind and provide continuity, variety, flexibility and creativity.

I - Planning.

K - Lesson planning.

L - Participate in group planning.
-Relates activities to long range planning.
-Uses the concept of student-teacher planning.
-Develops complete plans.
-Develops realistic plans.

N - Shows evidence of sufficient planning and objectives.

O - Shows evidence ofaadequate planning toward well-defind objectives.

P - Plans and organizes carefully.

b. Motivation/Creativity/Varied Methods and Materials

D - Manages different teaching methods.
- Encourages creative efforts of students.

E - Teacher employs instructional techniques to motivate students.

F - Develops pupil interest and eagerness to learn.

G - Makes lesson meaingful and relevant.
- Students are actively involved.

H - Uses original and imaginative ideas, searches out new ideas to develop their interest and creativity.
- Successfully motivates children to want to learn.

I - Instructional materials.
- Instructional methods.

J - Pupils encouraged to appraise own work.

L - Encourages students to use supplemental materials.
-Induces adequate student achievement with a minimum of tension.
-Relates activities to pupil interests, previous experience, immediate and future goals.

M - Using varied instructional materials, media and methods.

N - Seeks ways of stimulating pupil interest and mutual respect.

O - Uses varied teaching strategies and materials that stimulate student learning.

P - Motivates learning.

c. Evaluation

C - Uses available resources such as diagnostic tests, teacher observation and student records to appraise student learning levels, interests and needs.
- Constructs classroom tests which measure student performance according to instructional objectives, and keeps records of student progress.
- Demonstrates ability to evaluate success of his own teaching practices.

D - Analyzes student learning needs.
- Uses variety of evaluative techniques.

E - Teacher utilizes assessment techniques which identify student needs.
-Makes adequate assessment of each student's academic and/or vocational process.
-Utilizes information from variety of sources to identify each student's learning level and interest.

H - Understands and uses diagnostic procedures.

I - Evaluation of students.

J - Establishes specific objective procedures of evaluation of which student is aware.

K - Evaluation procedures.

L - Makes methods of evaluation purposeful.

M - Evaluating the learning process to promote student growth.

N - Evaluates pupil progress in a fair and conscientious manner.

O - Administers adequate student assessment and evaluations.

P - Evaluates student performance effectively.

d. Directions/Explanations/Presentation

C - Presents effective directions for carrying out instructional activities.

E - Introductions, summaries and reviews are effective.
- Gives clear assignments and directions and allows ample time for completion of tasks.

G - Communicates effectively (instructional field).

I - Direction and instruction to students.

K - Teaching methods.

L - Explains day's activity and assignments thoroughly.
-Simplifies and explains complex subject matter.
-Defines words and terms being used.
-Presents a variety of views on controversial or theoretical topics.

O - Organizes and presents subject matter effectively.

P - Is skillful in questioning and explaining.

e. Individualization/Flexibility

C - Prepares sequential and varied instructional materials and related learning activities appropriate to student needs.

D - Copes with different learning styles.

E - Adapts materials and methods to the interests, needs and abilities of the students.

F - Provides for individual needs of the student.

G - Adapts curriculum to student needs and ability.
- Demonstrates felxibility.

H - Is generally familiar with student needs and attempts to meet most of them.

I - Instructional methods.
- Instructional techniques.

J - Provides for individual differences.
- Plans for adapted to meet changing needs and circumstances.

L - Strives to be flexible when necessary.
-Relates activities to needs of students.
-Adjusts level of subject to level of student.
-Provides differentiated activities and assignments to meet the needs and abilities of students.
-Provides flexibility by incorporating outside educational materials into existing curriculum materials.

M - Providing for individual differences within the learning situation when possible.

N - Provides learning istuations consistent with student's abilities.

O - Provides for individual needs of students.

f. Time Management

I - Use of time.
- Smoothness of operation (transitions).

J - Constructive use of time during planning periods and work days.

N - Uses classroom time wisely.
- Uses planning time wisely.

DETAILS OF EVALUATION POLICIES

1. Objective of assessment

A - assist and evaluate progress and success
P - identify strengths and weaknesses
O - improve instruction; law
I - improve instruction
N - improve instruction
D - improve instruction
E - assist and evaluate progress and success
M - law
C - improve instruction; encourage professional growth

2. Who does evaluation

A - administration
H - administration
L - administration (school or district level)
P - administration
O - administration
I - administration
N - principal and/or designee
D - principal, assistant principal and county administrators
E - administration
C - administration
B - principal or immediate supervisor

3. Teacher input into evaluation criteria

I - may ask questions
D - assist in development
E - make recommendations

4. Given copy of evaluation criterial form

A - within 2 weeks
G - by September 1
F - during preplanning
H - in contract
L - within 2 weeks
O - by September 15
I - within first month or 20 working days
J - during first month
D - during September
N - by October 1
M - in contract
B - during preplanning

5. Observe before evaluate

A - nontenured - at least 2 - December through April
G - annual contract - at least 1
H - annual contract - 1 observation per assessment
2 assessments per year
continuing contract - 1 observation per assessment
1 assessment per year
L - all at least 1 per year
P - annual contract, new, inexperienced or showing inefficiency--
at least 2 per year
O - unspecified number
I - annual contract - 2 observations per evaluation
2 evaluations per year 1 each semester
N - annual contract - at least 1 per semester
continuing contract - at least 1 per year
D - probationary contract - at least 2 per year September through April
regular contract - at least 1 per year September through April
E - nontenured - at least 4 October through March - least 3 weeks apart;
tenured - at least 2; October through March - at least 3 weeks apart
M - annual contract - at least 2; 1st by December 15; 2nd by March 30
C - unspecified number
B - more than 1

6. Time requirements on observations

A - 30 minutes unless mutually agreed
O - 30 minutes unless mutually agreed
E - at least 15 minutes

7. Conference after observation

A - prior to subsequent visitation
G - upon request - after final evaluation, 3 working days to request conference
H - no specifications
L - within 10 school days
P - no specifications
O - within 15 working days
J - upon request
K - upon request by either party
N - within 5 school days
D - prior to subsequent visitations
E - no specifications
C - no specifications
B - no specifications

8. If teacher refuses to sign

K - with 10 days, signed statement stating intent to grieve or rebuttal
D - noted and filed

9. Number of evaluations

H - annual contract - 2 per year
P - annual contract, new or showing inefficiency - at least 2 per year
I - annual contract - at least 2 per year
J - 1 per year
K - as prescribed by Florida statutes
D - probationary contract - at least 2 per year
others - at least 1 per year
E - nontenured - at least 2 per year
tenured - at least 1 per year
M - at least 2 per year

10. Time requirements on evaluation completion

G - by end of first 18 weeks
O - by March 15
I - annual contract - prior to submission of re-employment recommendations
K - nontenure - no later than 4 months after beginning
N - annual contract - by May 1
continuing contract - by April 1
D - by April 1
M - annual contract - 1st by December 15; 2nd by March 30
C - prior to last 4 weeks of school
if hired late - minimum of 6 weeks before evaluate
if resigns or leave of absence - at least 1 week before leaving

11. Filing

A - no sepearate file which is unavailable for employee's inspection
H - county file - confidential; contains application, recommendations, college credentials; transcript; certification; previous teaching experience; evaluation reports; contracts; official personnel action, leaves and pay record; letters of commendation

school file - confidential; contains evaluation and observation reports; memos; certification; anecdotal notes used in assessment

may maintain files on resigned or retired teachers
O - 1 copy on file by principal or supervisors; 1 copy in district office
I - within district
D - personnel file in county office
E - personnel file in county office
C - personnel file in superintendent's office

12. Who may inspect file

H - accordance with Florida Statutes
L - all confidentiality allowable by law
O - school board, superintendent, principal, teacher or person authorized by teacher or superintendent
J - school board, superintendent or his designee, principal or immediate supervisor, teacher or person authorized by teacher or superintendent
N - school board, superintendent, principal, teacher or person authorized by teacher or superintendent
C - school board, superintendent, principal, teacher or person authorized by teacher or superintendent

13. Teacher may duplicate filed information

A - no specifications
H - at cost; no cost if for school purposes
J - except confidential; at cost
N - except confidential employment references, at cost
D - except confidential
E - no specifications

14. Use of mechanical devices

K - erase upon completion of report unless agree in writing to further use
E - videotapes and tape record with teacher's knowledge; no intercoms or listening devices
C - only with teacher's knowledge

15. Extracurricular activities

H - nonparticipation not a consideration in evaluation
P - not valid for evaluating classroom performance but may be part of total evaluation; use separate evaluation form jointly developed

16. Use of informal observations

C - discuss with teacher if used for evaluation

17. Evaluation of lesson plans

L - only by administrator; analysis for nonevaluative purposes by others

18. Comments on performance

P - no adverse comments in front of students; communicated directly to teacher; involve only evaluator and evaluee

19. Data included on observation form

H - current performance status; deficiencies; recommendations and time lines
N - strength; deficiencies; recommendations; suggestions for correcting deficiencies
D - data; place; time; recommendations and progress

20. Improvement of Instruction

F - specific areas in writing 30 days before final evaluation
L - advise of specific deficiencies; give sufficient time and assistance; notify of deficiencies, full explanation and suggested corrections; assistance; reasonable time
O - give sufficient time to improve prior to final evaluation; tell at time problem becomes evident; assistance from principal; written statement of desired improvements and suggestions; teacher advisor for beginning teachers
I - communicate difficulties to teacher
N - teacher's responsibillty
D - seek assistance prior to formal evaluation

21. Data included in written evaluation

A - strengths; deficiencies; improvements; how to attain; consequences
H - strengths; weaknesses; recommendations for improvements; time, consequences
P - strengths; weaknesses; assistance; suggestions; time, consequences
K - strengths; weaknesses; specific improvements desired; time; assistance provided if necessary; criteria for determinining improvement; consequences
D - recommendations for continued employment and reasons
E - strengths; deficiencies; improvements desired; how to attain improvements; consequences

22. Use of evaluation (disciplinary)

L - used for all recommendations on contract status or continued employment
K - except as in Florida Statutes, no discharge or non-renewal for competency issues unless specified process followed
N - one of factors in consideration of personnel action
D - May be basis for termination

23. Disciplinary move (discharge, demotion, change)

A - no abrogate rights
P - fair and just cause; association may assist in investigation
K - notified or purpose of meeting questioning competency
E - not abrogate rights; just cause

24. Grievance

P - may challenge data accuracy through grievance
O - assessment procedure subject to grievance procedure
K - process grievances concerning evaluation content through grievance procedure; board's decision final on grievance of annual contract; continuing contract may appeal board decisions on dismissal to Commissioner of Education; first-year teachers can process grievances only when designates dismissal or non-renewal; completed evaluation not in file until final resolution; grievances on annual contract non-renewal through grievance process
N - if annual contract not renewed, assessment content not basis for grievance

25. Arbitration

K - evaluation contents not subject to arbitration; arbitrator's authority on adequacy of data limited to whether process followed; arbitrator cannot evaluate quality of evaluation contents nor merits of evaluation procedure

26. Procedure if assigned to position not certified for

L - only in emergency; noted on evaluation document and taken into consideration in assessment

27. Procedure for itinerant teacher evaluation

O - each principal conduct observation; joint assessment

28. Emergency status - postpone or exempt from observation

O - written request for waiver sent by principal to superintendent and chairman of board; completed at mutually agreed upon time
C - determined by administrator; final